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By School Librarians



THE ABRIDGED READERS' GUIDE was planned to provide all small libraries—especially those in schools—with an index comparable in usefulness to the *Readers' Guide* in larger libraries. It indexes 23 of the more generally used periodicals.

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" . . . The list is excellent."

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THE H. W. WILSON COMPANY

950 University Avenue

New York City

Volume 10

MARCH 1936

WILSON BULLETIN

FOR LIBRARIANS



Library Planks in State Platforms?

A Symposium

Teacher-Librarian Cooperation
Stop-Gap or Profession?
Our Library Forum
Recent Technical Books
Junior Librarians' Groups

B. Lamar Johnson
Stewart W. Smith
Helena Hamel
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Biographical Sketches of William Seabrook and Josephine Lawrence

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THE W. WILSON COMPANY
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WILSON BULLETIN

FOR LIBRARIANS

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Editor: *Stanley J. Kunz*. . . . Business Manager: *Charles R. Brockmann*

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Libraries and library commissions are requested to send their publications, book lists, and publicity material to WILSON BULLETIN FOR LIBRARIANS.

[The WILSON BULLETIN is indexed in the READERS' GUIDE.]

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BOOKLIST B

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The Literary Calendar



1936

JANUARY

(Continued from the February Bulletin)

Jan. 23. Frank H. Simonds, American war historian and reporter, died at his home in Washington, D.C., of pneumonia at the age of fifty-seven. Besides a history of the World War, his works include *Can Europe Keep the Peace?* and *Can America Stay at Home?*

Jan. 24. André Gide's autobiography *If It Die* was held "not obscene, lewd, lascivious, or indecent within the meaning of the law" in an opinion handed down by Magistrate Nathan D. Perlman in New York Felony Court. This decision freed Frances Steloff of the Gotham Book Mart, New York, of a charge made by John Sumner, secretary of the New York Society for the Suppression of Vice, that she had sold lewd and indecent literature.

Jan. 27. A copy of the first issue of the first edition of Henry Fielding's *The History of Tom Jones* was sold for \$1,300 at auction in New York.

Jan. 29. The house in Wimpole Street, London, where Robert Browning courted Elizabeth Barrett and from which she eloped with him to Italy in 1846, was placed in the

hands of wreckers. For a quarter of a century it had been occupied, by doctors' and dentists' offices.

Jan. 29. A bronze bust of T. E. Lawrence was unveiled in the crypt of St. Paul's Cathedral, London, as a national memorial. At the same time, plans were being made to have his three-room cottage in Dorset kept permanently just as it was left on the day of his fatal motorcycle accident.

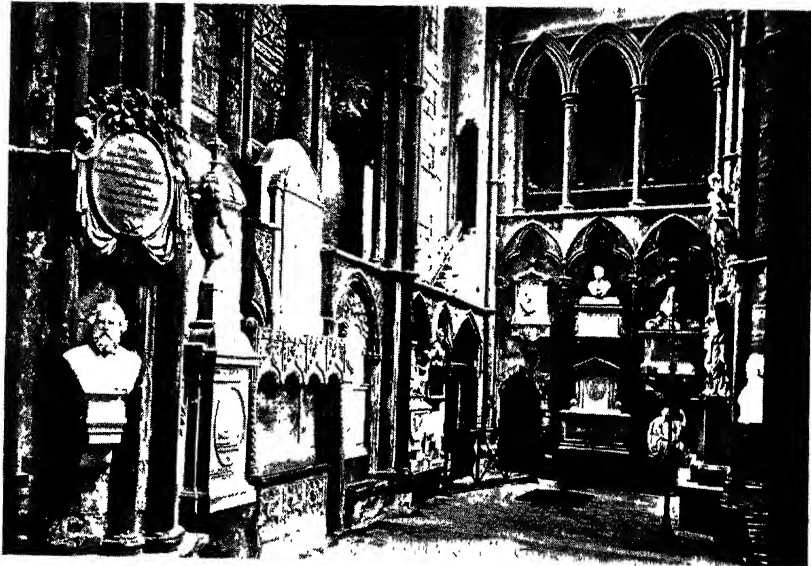
Jan. 29. A presentation copy of the first edition of Mark Twain's *The Prince and the Pauper* brought \$2,100 at auction in New York. A copy of the first edition of *The Adventures of Tom Sawyer* was sold for \$2,000.

Jan. 30. A collection of thirty-nine autograph letters by T. E. Lawrence, written between 1931 and 1935, was sold at auction in New York for \$3,800.

FEBRUARY

Feb. 2. Owen Seaman, editor of *Punch* from 1906 to 1932, died in London at the age of seventy-four. A noted parodist, he published numerous collections of his contributions to *Punch*.

(Continued on page 438)



POETS' CORNER, WESTMINSTER ABBEY, LONDON

Where Rudyard Kipling's ashes were buried on January 23, between the graves of Charles Dickens and Thomas Hardy

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Announce the Publication of the Second (Winter, 1936) Number of

Edited by
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MORRISON

CHRISTENDOM

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Some CHRISTENDOM Facts

This new quarterly magazine operates along a wide cultural front. The first number was published in the Autumn of 1935. The unprecedented charter subscription list of CHRISTENDOM, plus the distinction of its contents, instantly placed it in the front rank of serious periodicals. Each issue is the equivalent of a book, and an expensive one, in size, content and quality. The most potent thinkers in modern life will contribute to its pages. The first two numbers contained articles by such writers as the Archbishop of York, Dr. Albert Schweitzer, and Sir Norman Angell.

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Christendom is the embodiment of an *idea*. It believes that we are at the opening of a new creative era in world culture; that middle walls of partition which separate the departments of our culture from one another, and religion from all of them, must be broken down. It offers itself as a medium through which those who work in the sundered spheres of politics, economics, education, science and art may find fellowship in the unifying atmosphere of creative religious faith. Its writers and its readers will be those who have a serious concern for the *character* of our civilization.

The CHRISTENDOM Contents

Titles of a few of the articles will suggest the richness and vigor of the feature articles: *Does Civilization Still Need Religion?—Moral Landmarks—What Is Love?—The Ethical and the Aesthetic—The Pacifist's Way Out—Pietism: A Source of German Nationalism—What Is Economic Freedom?—God As More Than Mind*. Of at least equal importance to the librarian and student of the social order are the searching analyses of current novels by Prof. Halford E. Luccock of Yale University, the sententious comments of Llewellyn Jones, eminent book critic, on *One Hundred Books of the Quarter* (both regular features of each number), in addition to a fifty page section in which Contemporary Books are reviewed in full by outstanding authorities in the several fields of knowledge.

The Library Demand for CHRISTENDOM

The unsolicited response from libraries has already made it clear that all libraries, both general and academic, will regard CHRISTENDOM as indispensable. Whenever they subscribe—now, or a year or two years from now—they will demand *back copies*. Because of the high cost of producing CHRISTENDOM, the publishers can not guarantee to meet the future library demand for back copies. To assure a complete file, therefore, library subscriptions to CHRISTENDOM should be entered promptly.

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Say you read it in the *Wilson Bulletin*

437

Current Library Favorites

(According to reports from public libraries in twenty-six cities *)

FICTION			NON-FICTION		
AUTHOR	TITLE	VOTES	AUTHOR	TITLE	VOTES
1. Sinclair Lewis,	<i>It Can't Happen Here</i>	207	1. Anne M. Lindbergh,	<i>North to the Orient</i>	228
2. Lloyd C. Douglas,	<i>Magnificent Obsession</i>	134	2. T. E. Lawrence,	<i>Seven Pillars of Wisdom</i>	162
3. Robert Briffault,	<i>Europa</i>	113	3. Clarence Day,	<i>Life With Father</i>	130
4. Margaret Ayer Barnes,	<i>Edna, His Wife</i>	110	4. Walter Duranty,	<i>I Write as I Please</i>	128
5. Lloyd C. Douglas,	<i>Green Light</i>	108	5. Alexis Carrel,	<i>Man, the Unknown</i>	123
6. Nordhoff & Hall,	<i>Mutiny on the Bounty</i>	106	6. William Seabrook,	<i>Asylum</i>	79
7. Ellen Glasgow,	<i>Vein of Iron</i>	77	7. Stanley Walker,	<i>Mrs. Astor's Horse</i>	70
8. Hervey Allen,	<i>Anthony Adverse</i>	59	8. Stefan Zweig,	<i>Mary, Queen of Scotland</i>	48
9. Bess Aldrich,	<i>Spring Came on Forever</i>	48	9. Richard Halliburton,	<i>Seven League Boots</i>	44
10. A. J. Cronin,	<i>Stars Look Down</i>	45	10. A. Woolcott,	<i>The Woolcott Reader</i>	44

COMMENT: Notable this month is the greatly increased popularity of *Magnificent Obsession*, as a result of motion picture release. In previous months this book averaged about 50 votes. *Mutiny on the Bounty*, another recently pictured volume, continues to maintain its new-found position of favor. . . . *North to the Orient*, still undisputed leader, is the only title to be named by all 26 libraries, and it appeared first on 12 lists, second on 6. . . . Two new titles to reach the top bracket this month are *Seven League Boots* and *The Woolcott Reader*. Works of non-fiction receiving more than 20 votes, but not listed above, are *100 Million Guinea Pigs*, *Skin Deep*, *Sawdust Caesar*, *A Woman's Best Years*, *We Who Are About to Die*, *Old Jules*, *Personal History*, and *My Country and My People*. Additional fiction titles receiving more than 20 votes are *Valent Is the Word for Carrie*, *If I Have Four Apples*, *Honey in the Horn*, *Silas Crockett*, and *Pitcairn's Island*. . . . Each library votes 10 for first place, 9 for second place, and so on.

* Atlanta, Baltimore, Birmingham, Boston, Brooklyn, Buffalo, Cleveland, Denver, Des Moines, Detroit, Indianapolis, Kansas City (Mo.), Los Angeles, Louisville, Memphis, Minneapolis, Newark, New Orleans, New York City, Pittsburgh, Portland (Ore.), Salt Lake City, San Francisco, Seattle, Springfield (Mass.), and Toronto.

Feb. 5. John Masfield, England's poet laureate, sailed for home after a two months visit to America. Most of his time was spent in California, where he wrote a sonnet on the death of King George V and a couplet commemorating Rudyard Kipling's burial in Westminster Abbey.

Feb. 7. Mrs. Elizabeth Robins Pennell, widow of the etcher Joseph Pennell, biographer of James McNeill Whistler, and art critic, died at her home in New York City two weeks before her eighty-first birthday.

Feb. 15. Motion picture production of Sinclair Lewis's *It Can't Happen Here* was indefinitely postponed by Metro-Goldwyn-Mayer studio in Los Angeles. A script had been prepared by Sidney Howard, sets were ready, Lionel Barrymore had been engaged to play the leading rôle of Doremus Jessup, and filming was to start within a few days. Lewis said he was informed that his novel of a dictatorship in the United States had been shelved on the ground it might arouse "domestic and international political difficulties."

Feb. 15. Franz Werfel, Austrian novelist and playwright, sailed for Europe unperturbed because the production of his Biblical drama *The Eternal Road* (which he had come to this country to see) had been postponed until fall. During his three months' stay, a \$200,000 damage suit brought against himself and the Viking Press by Harutium Nokhudian, the

Musa Dagb pastor, was dismissed in New York Supreme Court. Nokhudian had claimed that *The Forty Days of Musa Dagb* made him out a coward and a drunkard.

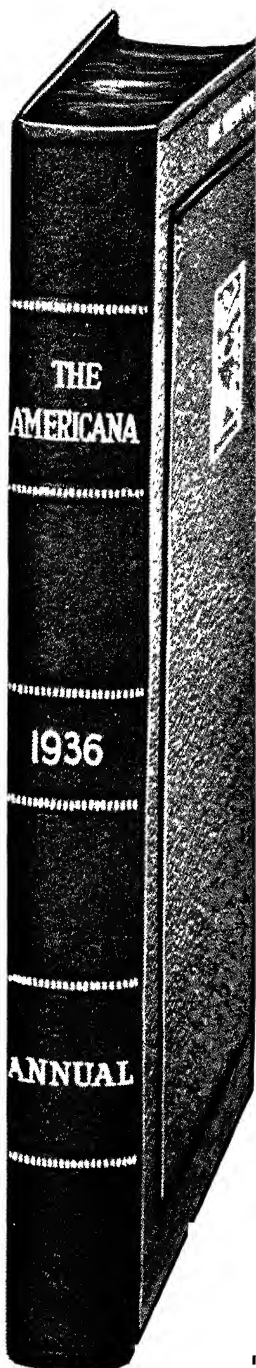
Feb. 17. James Harvey Robinson, American historian and author of *A Mind in the Making*, died of a heart attack at his home in New York City. He was seventy-two years old. His *Introduction to the History of Western Europe* and other textbooks were widely influential in the teaching of history in American high schools and universities.

Feb. 17. The *Parents Magazine* annual medal for the book most helpful to parents was awarded to Dr. Winifred E. Bain for her *Parents Look at Modern Education*. The author is assistant professor of education at Teachers' College, Columbia University.

Feb. 22. The *Yale Literary Magazine*, oldest monthly magazine in the United States and also oldest student publication, celebrated its hundredth anniversary with contributions from such alumni as Sinclair Lewis, Thornton Wilder, Archibald MacLeish, Walter Millis, Henry Seidel Canby, Thomas Beer, William Lyon Phelps, Philip Barry, and Stephen Vincent Benét.

Visitors from Europe: George Bernard Shaw, Irish playwright; Laurence Housman, English dramatist and author of *Victoria Regina*, currently playing in New York.

WILBUR C. HADDEN



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William Seabrook

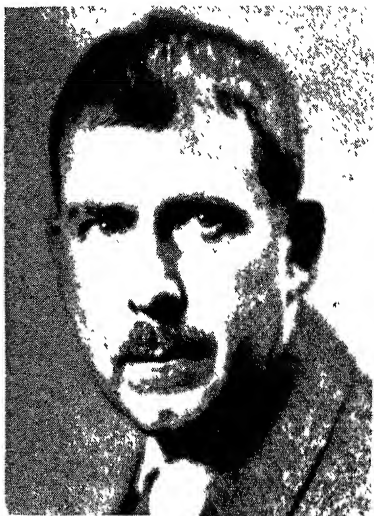
WILLIAM BUEHLER SEABROOK, American travel writer and author of *Asylum*, was born at Westminster, Maryland, on Washington's birthday, 1886. He received his education at Mercersburg Academy in Pennsylvania, Roanoke College in Virginia, and Newberry College in South Carolina, whence he emerged with an M.A. degree. On the staff of the *Chronicle* in Augusta, Georgia, he began as cub reporter and became city editor within three months.

Harassed by a restless spirit and a desire for wider education, he went to Switzerland in 1908 and studied philosophy and metaphysics for a while at the University of Geneva. Then he hoboed about Europe for nearly two years. Returning to Georgia, he lived several years in Atlanta, where he operated an advertising agency and was married in November 1912 to Katherine Pauline Edmondson.

The World War found him again in Europe, as a private in the French army. He was gassed at Verdun. In 1917, in New York, he made his start as a writer, with the encouragement of H. L. Mencken. For seven years he was a feature writer for newspaper syndicates.

With his wife, he went to Arabia in 1924. And since that time he has traveled and written books about his experiences. Their fifteen months' stay among the Bedouins, Druses, Whirling Dervishes, and Yezidee Devil Worshipers was narrated in his first book, *Adventures in Arabia* (1927). A visit to the Voodoo worshippers in the mountains of Haiti provided the experiences recorded in *The Magic Island*, a Literary Guild choice in 1929. A year in west Africa was chronicled in *Jungle Ways*, which shocked American readers in 1931 with his account of a cannibal meal in the jungles beyond Liberia—"It was good to eat . . . something like veal." An airplane trip from Paris to Timbuctoo across the Sahara Desert provided the material for *Air Adventure* (1933). And in Timbuctoo he persuaded Père Yakouba, the white monk, to tell his fabulous life story, which filled the volume *The White Monk of Timbuctoo* (1934). Most of these books were illustrated with photographs taken by the author, and they have been translated into many languages.

For some time Seabrook had been drinking "a quart to a quart and a half of whiskey, brandy, gin, or Pernod daily." In 1934 he had himself committed to an institution in Westchester County, New York, to be cured of the liquor habit. He stayed seven months. When he got out he wrote *Asylum*, the book which made his name famous; the story of his own experience in the institution. It was a best seller during the last four months of 1935 and is still one of the most popular of books in the public libraries. Since its publication, Seabrook has received hundreds of letters from



WILLIAM SEABROOK

drunkards and the relatives of drunkards. He sends them the name and address of the sanitarium to which he went.

Asylum was written on an eight-acre farm at Rhinebeck, New York, where Seabrook took his second wife, Marjorie Worthington, after their secret marriage in February 1935. It was not until seven months later that the marriage was revealed. "We just wanted to be sure that I really was cured before we had any publicity," he explained, "but everything seems to be all right now."

About the time of their marriage, Seabrook's first wife (who had obtained a divorce from him in 1934) was married to Marjorie Worthington's former husband, Lyman Worthington.

Seabrook had known Mrs. Worthington for some time. She accompanied him on his airplane trip to Timbuctoo and on a subsequent walking trip in France. She is a novelist. Her books are *Spider Web* (1930), *Mrs. Taylor* (1932), *Scarlet Josephine* (1933), and *Come, My Coach!* (1935). She was born Marjorie Muir in New York City on May 23, 1901, and sold her first verses to the old *Smart Set* while attending high school. Her marriage to Lyman Worthington took place in 1923; they were divorced in 1934. She has lived nine years in France, likes to dress in corduroy slacks, and hates New York City "because you have to wear uncomfortable clothes there."

Early in 1936 the Seabrooks were vacationing in Bermuda with Phil Stong, the Iowa novelist. They planned to go later to the Red Sea. Which may give some hint as to where Seabrook's next book will come from.

months ago we launched the Arcadia House idea and pledged ourselves to the exclusive publication of **ROMANCES REFLECTING THE IDEALISM AND OPTIMISM OF MODERN AMERICAN YOUTH.** Some of our books have been better received than others; but all have maintained the high standard of clean, wholesome entertainment which is the cornerstone of our policy.

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Powers Library, Moravia, N. Y.
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Phillips Free Library, Homer, N. Y.
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Mrs. W. B. Allison, Librarian
Cashmere Public Library, Cashmere, Wash.
- "We find them (Arcadia House Publications) safe, interesting creators of a demand for more of the same kind."
A. F. Walker, Librarian,
Tarentum Public Library, Tarentum, Pa.

ARCADIA HOUSE PUBLICATIONS—

Josephine Lawrence

JOSEPHINE LAWRENCE, American novelist whose *If I Have Four Apples* is a current library favorite, was born in Newark, New Jersey, the daughter of a physician. She attended the Newark public schools and took special courses at New York University.

Upon finishing school in 1915, she joined the staff of the *Newark Sunday Call* as editor of the children's page, and three years later became household editor of the woman's page. She still holds these two positions, they are the only jobs she ever had or ever wanted.

Out of her newspaper work grew her writing. She wrote the first story for children ever broadcast, in 1921, and was the author of the "Man in the Moon" radio series of the same year. Between 1921 and 1931 she published more than thirty children's stories, including the "Brother and Sister Series," "Elizabeth Ann Series," "Linda Lane Books," and "Two Little Fellows Series." Most of these were small volumes selling for less than a dollar, many appeared anonymously.

Turning to adult novels, Miss Lawrence made use of the intimate knowledge of the problems of lower-middle-class family life she had gained as household editor, in charge of a question-and-answer department. Most of the problems brought to her were concerned with social and financial difficulties. Her first novel, published in 1932, was *Head of the Family*. When an important reviewer assured her it was an honest book and when eight hundred copies were sold, she was greatly pleased. Yet, as a friend puts it, "she was no more bedazzled than enriched. Miss Lawrence kept her head."

Years Are So Long, her second work on a grown-up theme, pictured the misery that befalls all concerned when aged parents go to live with their married children. This was a Book of the Month Club selection in 1934, serving to make the author's name recognized in the literary world. Her third novel, *If I Have Four Apples*, is the story of an American family living beyond its small means, forever reaching past grasp, ever hopeful that two apples plus two apples will make eight apples. When this book was chosen by the Book of the Month Club for January 1936, Miss Lawrence became the first writer in contemporary American literature to achieve the distinction of a Book of the Month Club selection for two successive novels. Published in December 1935, *If I Have Four Apples* became an immediate best seller.

"For a small, not notably muscular being," writes George J. Shively, "Miss Lawrence has an unusual tenacity of purpose. She's quiet, but it's hardly accurate to call her shy. And yet, so far as she can manage it, she remains concealed. Her publishers have a tough time finding her. Not her physical self. She's there on the job as household editor of the *Newark Sunday Call* today, just as she was



JOSEPHINE LAWRENCE

yesterday . . . But to catch the girl herself behind the pleasant voice, and to make her talk about herself—well, it can't be done . . . This author would probably deny emphatically, almost tearfully, that she has accomplished anything sociological. . . . She works, and works hard. She is the most difficult person in the world to spoof, partly because of her newspaper training and partly because of her invincible common sense."

She is a member of the Authors' League of America and the New Jersey Woman's Press Club.

APRIL BOOK CLUB CHOICES

Book of the Month Club

Arctic Adventure, by Peter Freuchen.
Farrar & Rinehart

Literary Guild

The Golden Lady, by Dorothea Gardiner.
Doubleday, Doran (This was originally announced for March and then postponed; the March selection was *The Way of a Transgressor*, by Negley Farson. Harcourt, Brace)

Junior Literary Guild

Older boys—*The Whistlers' Van*, by Idwal Jones. Viking
Older girls—*South of the Sunset: The Story of Saenjawea*, by Claire W. Churchill.
R.R. Wilson

Intermediate group—*Penelope Ellen*, by Ethel Pantin. Viking
Primary group—*Chester*, by Ruth Carroll. Messner

Catholic Book Club (March selection)

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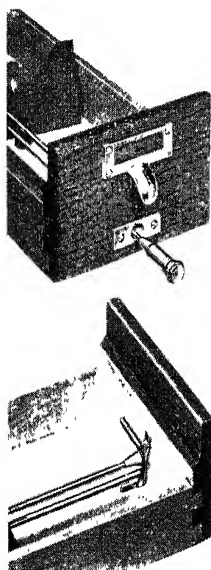
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WILSON BULLETIN

FOR LIBRARIANS

March 1936

Should There be Library Planks in State Platforms?

IN a recent communication to a member of a state planning board, Mr. M. M. Harris, library trustee and editor of the *San Antonio Express*, proposed that an effort be made to secure a plank pledging legislation for public library support in our state party platforms before the forthcoming election.

Interest in finding out whether anyone else agreed with Mr. Harris prompted the relaying of his recommendation to a score of librarians and trustees in various parts of the country asking the question:

"Do you too think this a good idea? Should such support be sought in the platforms of both major parties or not at all? How would you like to see a plank phrased for your own state?"

In the letter it was stated that were the replies made public the names of the writers would not be used since it was obvious that such publicity might embarrass rather than further action advocated by the writers.

The following comments are therefore unsigned, but the position of the writer in the professional field is given to indicate the range of opinion solicited. Generalizations based on so few letters would obviously be unfair. However the responses seem well worth consideration in an understanding of the possible reactions toward a controversial subject. Replies from all but three signify vital interest in the question.

**Trustee-Chairman, Legislative Committee,
State Library Association:**

"I received your letter with reference to proposed library planks in the political platforms for the forthcoming elections. Public Libraries are public and tax-supported institutions. More adequate support of these institutions must come thru legislative action. The members of the legislature will be elected at the general elections next fall and during the campaign the declarations of the party platforms will no doubt be widely quoted. It seems to me that it would, therefore, be of real benefit to the public library movement in this state if brief declarations were incorporated in the platforms of both parties favoring adequate public library support. I realize it would be difficult to work concurrently in connection with both platforms, but the effort should be made to secure the endorsements of both parties. If only one party endorses library legislation and that party does not control the new legislature, little or no advantage would be gained. I am in favor of efforts to secure endorsements in both platforms."

Chairman, State Library Planning Commission:

"It seems to me we have not had much success with this method in this state. Since 1921 we have pretty generally tried to get candidates for governor to commit themselves as to their attitude towards the State Library and of keeping it out of politics. As far as I can see, these commitments did not mean a thing to the successful candidates. I believe I can generalize also that the best sounding statements were usually least honestly made. Since 1921 we have had all kinds of governors except good ones, but I would rather deal

with an honest, outspoken man, even tho not friendly, than with some one of the smother governors that we have had.

"Even so, there is probably value in having a statement by candidates, or a plank in the platform, not because it is likely to have any binding effect on the successful candidate and party, but because it has some value as general publicity and will help in the building up of the idea of libraries."

(This writer submitted the question to three other state leaders, two of whom opposed the idea and one of whom thought it might be well for one state to make the attempt as an experiment.)

State Library Leader, Pacific Coast:

"It is my opinion that efforts to secure library planks in party platforms would be largely wasted efforts. Many platforms make no mention of education of any kind, and those that do mention it do so only in very general terms. And then again what is a platform among politicians?"

Chairman, Citizens Library Committee, Atlantic Coast:

"Frankly, I am somewhat skeptical of the success of an effort to get a library plank in state party platforms before the coming elections. I am inclined to think that such an attempt is liable to get short shrift in the fierce scrimmage that is likely to develop about major controversial issues.

"Nevertheless, such an attempt perhaps ought to be made.

"Here is a suggested plank for my state: We advocate continued and, if possible, increased support to the public library commission that its efforts to extend library services to all sections of the population may be rendered more effectively."

"I hope that this may be of some use to you and that something definite may come out of the discussion."

Director, State Library Extension Division:

"In my opinion, the suggestion that we attempt to write into the political platforms of the states, a library aid plank, is the wildest and woolliest proposition that has ever received serious consideration from librarians.

"After a half a century and more of consistent efforts to take the library out of politics, it is proposed that librarians themselves take a first step to re-establish partisan control of libraries. We are asked to ask favors of party bosses. How can we expect that they will not ask favors of us in return?

"We are asked to become a pressure group demanding tribute from state treasuries at a time when government expenditures and their advocates are under savage public attack.

"Librarians are supposed to belong to the intelligent minority of the people. Intelligence dictates that librarians recognize the limitations of their office and leave to the legally constituted authorities (library trustees) their proper financial obligations and duties. The suggestion should be referred to the various trustees' associations and sections."

A Junior Member:

"I think one of the most important endeavors of government today should be the enrichment of rural life. In order to check the devastating drain of the young people from the farms we must make their life there more attractive. We must bring the bright lights to them. A library service helps greatly to make rural life more worth while.

"There is a strong movement in this state to create adult educational facilities. I firmly believe that we should cooperate with educational agencies working to this end so that our efforts are not diffused. Can we cooperate with them regarding a plank in state platforms?

"How to get the plank in, of course is the big problem and I can't say much about that.

"My suggestion towards the wording of such a plank would be, roughly, something like this: *WHEREAS* the increase in leisure time amongst the people, both in town and country, has emphasized the lack of adult educational and recreational facilities, we believe that the government should encourage and assist in promoting libraries and other adult educational and recreational programs."

Another Junior Member:

"I believe that Mr. Harris's idea of trying to get a plank in the party platforms pledging support for public libraries has much to recommend it.

"We have regarded any political measures as distinctly 'sub-ethical' in the past and I think that we are wrong to do so. If libraries are to continue to be supported by public funds we ought not neglect one of the most effective methods of assuring this support. Mixing in politics does not necessarily mean mixing in dirty politics.

"I would like to see a platform with a plank in somewhat this manner:

"We pledge ourselves to work for the cultural advancement of the people of— by securing adequate support of one of the greatest cultural agencies of modern times, the Public Library.

"Of course we should tread warily in entering this field and I would suggest consulting some capable political adviser before taking any action."

Librarian of a Large Public Library:

"Our state law provides for direct state aid to school libraries. It also provides for county libraries.

"Nevertheless, 40 per cent of the state population is still without library facilities. Further development needs encouragement. State aid would help. We believe attention might be focused by a party plank. It would bring library development clearly before the voters, and would give publicity whether legislative action followed immediately or not. I offer the following for my state:

"We declare ourselves in sympathy with library development and expansion thruout the state. We are in favor of encouraging county and local libraries by direct state aid upon some basis similar to the state aid now given to school libraries."

A Third Junior Member:

"I wish to thank you for the opportunity you have afforded me. The idea is a splendid one. May I submit the following statement as per your request:

"It is incumbent upon sincere librarians to solicit library aid planks in the forthcoming political platforms. An honest and active program in this respect will revitalize the now hibernating library profession. More important is the opportunity afforded of educating anew the populace as to the needs of public library service. Also, the library profession by either success or failure, will with certainty know the temper of political leaders in regard to the needs of the public library—the institution which is largely responsible for the maintenance of an intelligent and enlightened democracy. Certainly this modest and non-partisan political suggestion can neither benefit less nor injure more the status of library service than has the method of confusion and delay attendant thus far upon our considerations of necessary library assistance. Let us greet this opportunity, and in unison proceed to act."

President, State Library Association:

"My thinking takes the following devious course:

"The platforms of political parties may be thought of perhaps more as propaganda than as pledges. They are obviously prepared to persuade or conciliate the thinking voter. They are used as grist to the mill of campaigning and are seldom heard of again after the election.

"The principal benefits to be derived from the inclusion of a library plank in a party platform would be the intensive publicity to be obtained for the library movement in an election campaign, and the possible resulting gain in increased recognition of the popular

value and importance of libraries. These benefits are most desirable and important, if they can be steered to proper ends

"It is doubtful that a library plank could be put in the platforms of both major political parties in the same year, unless they differed greatly in their purpose.

"It might be most feasible to inject the library idea as a 'rider' on an educational plank, for example, the following:

"We pledge support to education benefiting all the people, and to this end advocate legislation to promote improvement of the service of schools and of libraries."

Former President, State Library Association:

"Even tho it brings nothing but publicity, we should try to secure a pledge of library development from the political parties. If the proposal gets no further than the Resolutions Committee it will have some educative effect. Failure to secure the adoption of the plank would not constitute a seriously harmful rebuff; neither would it be harmful to secure adoption by one party and not the other.

"A plank for my own state platform might read:

"We recognize that widespread library service is essential to supplement the work of the public schools and to provide means for continuing education. We believe in the necessity of county libraries to carry library service to the small towns and rural areas, and in the state financial aid which is now given toward their establishment and maintenance. We further believe that the principle of certification now applied to public school teachers should be extended to include librarians in tax supported libraries in order that their education and special training may be brought to a higher level."

State Library Organizer:

"A party platform is a declaration of principles. The major parties make education a plank and health, housing, postal free delivery, reclamation, radio and many subjects of social and economic importance have been recognized. Party leaders cannot fail to see the necessity for strengthening an institution that disseminates information on party principles to voters. The library's contribution is civic as well as utilitarian and cultural; it uses tax funds and should ally itself with governmental forces, using every opportunity to further official recognition. Therefore, I believe a library plank is desirable.

"As a library plank for my own state I propose:

"We believe with the founders of this state that 'useful knowledge generally diffused thru

a community is essential to the preservation of a free government." We recognize that changing methods of public school instruction and the growth of adult education are making the public library an integral part of our educational system; therefore we urge in this, our Centennial Year, the freer use of tax moneys for the support of libraries—state, county and municipal—and we endorse the principle of state aid for libraries."

Member of a State Trustees' Association:

"I favor the suggestion of Mr. Harris. In our state we have in the past obtained definite commitments for the library from the party candidates for governor, but like many other pre-election promises, they did not materialize as originally outlined.

"I would certainly favor at this time a strong and definite pledge of support in the

state platforms and vigorous newspaper publicity on the same. I believe, however, that such a plank should stand separate and not be made a part of any school or other educational planks. As to phraseology, I would wish to give more serious thought than your time at the present permits. Such a plank should, however, be drawn by librarians and trustees and submitted in a definite set form to be accepted or rejected by the parties at their conventions as drafted.

"This is a new step forward toward library consciousness and warrants careful consideration and unhasty deliberation since we, above everything else, do not wish to involve our libraries in a definite political setup.

"I believe Mr. Harris' suggestions should be given grave consideration by the trustees at their meeting in Richmond.

What do other librarians and trustees think? Are any efforts now being made to secure a library plank in any state platform? The editor will welcome comments and keep sources and names confidential if asked to do so.

Books for the Intermediate Age

To the Editor:

After many weeks of discussion, the proposal for recreational reading for young people in the Cincinnati Public Library system is now a reality. By young people we mean especially, in this instance, those boys and girls between the ages of fourteen and sixteen years.

The library has felt for a long time that this group of library patrons was presenting special problems and that they were being neglected as a group. Most of them have outgrown the desire to read in the "Children's Room," and few of them are ready to avail themselves of adult books without direction and supervision. As a result this library now has collections of recreational books, the basic idea behind them being attractive books, and those written in a style which will appeal to young readers and with these have been added beautiful editions of the classics. By means of this popular type of book the library hopes to lead young readers to explore the contents of other books. The "required reading" aspect is to be avoided as the plague.

For the selection of these books a committee has been formed which consists of a branch librarian, an adult assistant, an assistant in children's work, an assistant

from the Readers' Bureau, the Supervisor of work with children, and the Supervisor of branch libraries. The duty of this committee is to compile and keep up to date an approved file of titles, both fiction and non-fiction, from which all collections in the branches are eventually to be evolved.

As a beginning, each branch librarian was asked by the committee to suggest fifty books which she considered suitable for this group. The committee then weeded out the less desirable ones and adopted the remainder as a basis for the collection. The committee then began the work of checking various lists for suggestions, reading books which might be suitable, and reporting on the results. After several months of preliminary work an approved file of titles has been compiled. The committee does not contemplate a printed list of these titles since the selection is not sacrosanct and final but it is to remain a flexible one. Juvenile as well as adult titles are included in this file since so many of the "junior" books being published today fall clearly and definitely into this very group in which we are interested.

ELEANOR SHRIMPTON, *Chairman*
Committee on Book Selection
Cincinnati Public Library

Teacher and Librarian Cooperation

By B. Lamar Johnson*

THE importance of teacher-library cooperation is too well known to require defense. Methods of securing joint action on the part of faculty and librarian are so often discussed that any presentation of the subject is in danger of being trite. Despite this fact, it seems that whenever school librarians meet, they raise the question: What are you doing to encourage your faculty to cooperate with your library staff? What results are you having? Accordingly, because of the widespread interest in the subject and because, in my mind, it is one of the fundamental problems facing the school library movement today, I should like to discuss with you the subject of teacher-library cooperation.

We can have well-equipped libraries adequately staffed and supplied with books, but if we do not have teacher interest and cooperation we may as well close shop.

An important aspect of the problem is the training of teachers-in-preparation. This has been officially recognized by both the American Library Association and the American Association of Teachers Colleges. As you know, these two organizations have a joint committee now working on the problem of how to prepare teachers in such a way that they will know how to make effective use of the library in their teaching.

Early this month I received from headquarters of the American Library Association a form letter inquiring my opinion of the need of a book on library instruction, this book to be addressed primarily to teachers and teachers-in-preparation. You may be certain that my reply to this letter was an emphatic vote in favor of the plan.

But perhaps we have said enough on the subject of instructing teachers-in-preparation in how to use the library. After all, we are in schools working with teachers who have failed to receive this training. Given this situation, what can

we do to secure the cooperation of our colleagues on the teaching staff? It is this question which I should like to discuss in the time at my disposal.

Teachers' Knowledge of Library Collection

In the first place, *an essential to effective joint action by faculty and librarian is a knowledge on the part of teachers of what is in the library related to their respective fields.* A library may have a large and most appropriate collection of history books available, but if the teacher of history is not aware that these books are on the shelves, the volumes are quite likely to become dust covered fillers of space.

What can the librarian do to aid teachers become acquainted with the contents of the library?

A number of librarians supply faculty members with lists of all books which are added to the library. In large schools such lists are usually mimeographed but in small schools a typed list may suffice, particularly if several teachers can share the same list. It has been my experience that if lists of new books are long, it pays to classify titles, as this aids teachers in locating titles in which they are particularly interested. If a list of new books includes less than one hundred titles, it may be unnecessary to classify titles. Certainly, on lists of more than that number grouping of titles by subject will be appreciated by teachers.

In many schools, the librarians supply teachers with lists of new books in which the library staff believe the individual teacher will be interested. For example, the science teachers receive a list of the new science books, the history teacher is informed of the new history books, etc. In this plan there is, I fear, a danger of interpreting too narrowly the interests of our teachers. We all of us hope, I am sure, that our history teachers are interested in litera-

* Librarian and Dean of Instruction, Stephens College, Columbia, Missouri. Read before Indiana State Teachers Association section for librarians in October 1935.

ture, our literature teachers in the social sciences, and our social scientists in science. Accordingly it would be my recommendation that the entire faculty be informed of all new books added to the library. I know from experience that such lists are not read with profit by all teachers. A good number of faculty members do, however, make excellent use of lists of new books.

Book lists at best are impersonal. There can, of course, be no substitute for the informal individual method of directing a teacher's attention to new books. This may be done by casual mention of books to teachers as the librarian happens to meet them about the building. At other times, it may seem wise to place a new title or group of titles on the teacher's desk with the suggestion that he may be interested in them.

Faculty meetings offer an excellent opportunity for the librarian to call new books to the attention of teachers. Some principals allow the librarian four or five minutes at each faculty meeting for just such purposes.

Those of us who are in school libraries are fortunate in that an important group of our patrons, namely the teachers, suggest books which they wish to have added to the library. When books requested by teachers put in their appearance, the librarian has a very natural opportunity to say, "The books you asked for have arrived. Wouldn't you like to see them?"

I fear I have said too much about new books. Some of us have comparatively few new books in our libraries. What can we do to acquaint teachers with the books which are already in our library?

Again the use of book lists is an obvious method of calling books to the attention of teachers. Bibliographies on special units of work are particularly helpful. Another type of book list which has many advantages, especially in these times of cut budgets, is the list of library books which are not being used by students.

Last summer I made a study of the books which were not borrowed from our libraries during the 1934-1935 school year. This fall, at the time of our faculty meetings which precede the open-

ing of school, I had these non-used books shelved on separate stacks and called to the attention of our faculty. A good number of the faculty showed considerable interest in these non-used books. I went one step farther, however, in publicity regarding these books. I first had these books listed; then I had teachers in various fields go with me to the special shelves and indicate for me their opinions as to why each individual book was not used. I did not get a reason for every book, nor did I confer with every faculty member. I did, however, get excellent response.

The chief value of this study does not, of course, lie in its findings relating to faculty members' opinions regarding why books are not used. The chief purpose of this study is to acquaint our faculty with books which are not used. The value of the project will be apparent next year when we study these same books to determine their use during the 1935-1936 school year.

In some cases lists of all books in the library in a given field prove useful. I have, for example, had a classified list of all our psychology books made for one of our professors. He has made good use of the bibliography; hence it is well worth the work. In general, however, such complete lists of available books are not practical, unless the librarian has an over-abundance of capable pupil help or, best of all, unless the librarian can lead the teachers to make such lists themselves.

During my work on the National Survey of Secondary Education I visited one school and heard of another school where teachers were actually listing all books in the library relating to their subject. At the J. E. Brown Junior High School in Atlanta, Georgia, I found that department heads had examined all books in the library and had listed those titles relating to the work in their respective departments. These book lists were classified and then printed by the printing classes of the school. Without doubt the greatest value coming out of this resulted from the acquaintance with the library which it provided the department heads.



Teachers and Students Work Together
in the Presence of Books

From Fairfax High School, Los Angeles, came a report that a teacher in each department of the school spends one scheduled period each day in the library analyzing books in the library which are of value to the department to which the instructor belongs. Duplicate copies of the analytical cards are made, one for the library and one for the department office.

If cooperation can be secured to the extent that teachers will come to the library to list books or to analyze them, certainly a real step will have been taken toward acquainting teachers with the library and its resources. Of real value is any device which will cause teachers to come to the library and actually see and use the books. A number of librarians have teas for the faculty in the library. This is usually done early in the year, altho in some schools it is done thruout the year. Holding faculty meetings in the library gives the librarian

an opportunity to direct the attention of the entire faculty to matters of importance, book exhibits, etc. It likewise makes it possible for her to direct the attention of individual teachers to items with which they are not acquainted. In many schools the librarian makes a particular point of inviting all new teachers to the library in order that they may be aware of library facilities. In some schools reading tables or reading corners are set aside for the faculty. The experience of several librarians suggests that having a teacher's room adjacent to the library encourages teachers to browse thru the books.

A type of library material which we have thus far failed to consider is the current periodical. Recent magazines offer a rich opportunity for drawing teachers to the library. Particularly is this true if teachers are informed about current articles of interest. At Stephens College we have found helpful a monthly annotated and classified list of interesting articles in the latest magazines. This list of articles is mimeographed and placed in the hands of every faculty member. Since the list is also made available to students, it has the added advantage of encouraging students' reading of current periodicals. We likewise send to individual teachers notes regarding articles in which we believe they may be interested but which do not have sufficient general interest to include on the annotated mimeographed list. These individual notes are prepared by a member of our staff who examines each periodical upon its receipt at our library. At the opening of the 1933-1934 school year faculty members were requested to indicate whether in their opinion the annotated lists of magazine articles and the individual notes regarding articles were of sufficient value to continue. The practically unanimous vote of the faculty was in favor of continuing this service.

Up to the present we have considered only one situation which encourages teacher-library cooperation, namely effective joint action on the part of teachers and the library is facilitated if teachers are acquainted with the library.

Librarians' Knowledge of Classroom Activities

Let us now turn to a second situation, one which is a correlary to the first. It is this: *Effective cooperation between teachers and the library is facilitated if the librarian knows what is going on in the classroom.* We have just said that teachers must know what is in the library; it is my conviction that it is little, if any, less important that the librarian know what is in the classroom. Certainly the librarian cannot offer a maximum of service to teachers and pupils without knowing what is expected of pupils in their class work. Gaining this knowledge is difficult, and I know of no key which will unlock the door to this knowledge. Without doubt, being friendly with and giving excellent service to teachers leads them to discuss their work with the librarian. A few librarians set aside specific times for visiting classes. This is indeed excellent when it can be done, but few of us are able to arrange our schedules in such a way that this can be done.

At this point I should like to digress for a few moments to make a suggestion which I hope you will relay to your principal or superintendent. For the past two years, as I have talked to groups of school administrators, I have been daring them to trade places with their librarians for one or two hours a week. The point that I have attempted to make with administrators is this: Your librarian knows more than you suspect about the teaching being done in your school: if a teacher makes a vague assignment, your librarian knows it; if a teacher uses the stereotyped text book method, your librarian knows it; in short, I say to the administrator, your librarian sees the results of teaching for she sees the pupils work as they prepare their assignments. Quite logically then, it seems to me, I suggest to the school administrator that he take his librarian's place for just a few hours in order that he may have a new experience in supervising instruction. Incidentally, I know from experience the value of my suggestion, for my dual position of librarian and dean of instruction regularly

gives me the opportunity of supervising instruction by working in our library.

A few moments ago I warned you that I was about to digress from my subject, but perhaps this was no digression after all. You will recall that we were discussing the importance of the librarian's keeping informed of what is going on in the classroom. I had just suggested visiting classes but had pointed out the difficulty of finding time to do this. Now I come to my proposal: Won't you dare, implore, entreat your principal to take your place in the library for a few hours. Then while he is doing your work, possibly you can steal off to visit a history or an English class. And by the way, if your principal accepts your dare, or succumbs to your entreaties, won't you let me know the results of your trade.

But visiting classes is only one of a number of methods of becoming acquainted with classroom teaching. In Ballard High School, Seattle, a number of teachers have a student librarian in each of their classes. It is the duty of this librarian to keep the school librarian informed of what is going on in the classroom. The experience at Ballard High School indicates that this plan has much to commend it.

In most schools the principal or superintendent has in his office outlines of the courses offered in the school. These outlines may be part of a state-wide course of study or they may have been prepared by teachers in the school. Acquaintance with these outlines should be of genuine help to the librarian.

It is needless to state that knowledge of what goes on in the classroom has no value if the librarian uses it merely to satisfy her curiosity. If, however, she uses such knowledge to assist teachers by directing their attention to materials which relate to their class work, she is fulfilling a most important function.

Classroom Work With Books

In the third place, *joint action for educational efficiency is encouraged if teachers have the opportunity to work with their pupils in the presence of books.* The Dalton plan, the contract method, the Morrison technique, supervised study, and other progressive plans

of teaching make for a reduced emphasis upon the single text book and increasing emphasis upon a wide range of titles. These plans often require that teachers and students have access to book collections during class periods. This situation does, to be sure, place a new burden upon librarians. We are not, however, fulfilling our purpose if we fail to meet the challenge of these new demands.

In meeting these demands many schools establish classroom libraries. At Stephens College we use classroom libraries in our English, our science, and our foreign language classes. Books are brought to the classroom where they remain for the duration of a given unit or, in some cases, for the entire year. A number of our English professors have collections of books placed in their classrooms on days when they are making collateral reading assignments. One of our instructors, for example, was about to make an extensive reading assignment in the field of biography. Several days ahead of time she informed me when the assignment was to be given and requested that a collection of biographies be sent to her classroom for the day. A part of each class period on that day was devoted to the selection by the students of books for reading. This method makes it possible for students to recommend books to one another. It likewise permits the teacher to take a vital part in the guidance of collateral reading, for before her classes met, the instructor set aside for a good number of individual students specific books to which she wished to direct their attention.

In some cases teachers and students can work together in the library. Classes in science, sociology, French, psychology, art, and English have reading periods in our library from time to time. These reading periods have the distinct advantage of aiding the teacher in learning to know the library. Such reading periods cannot, however, be held unless the school library is unusually commodious, for having classes meet in a small library during class hours deprives other students of its use.

At other times teachers can with profit to themselves and their pupils hold office

hours in the library. One of our instructors in English, for example, spends more than thirty hours each week in the stacks of our library in scheduled conferences with her students. The advantages of visiting about literature with the literature books within easy reach are too obvious to require mention.

Teacher Interest in Library Problems

In the fourth place, and finally, teacher-library cooperation is facilitated if *the library staff can lead the teaching staff to think critically and constructively regarding library problems.*

Last spring at Stephens College three faculty committees were appointed to study various phases of our library program. One committee considered the library as related to classroom instruction; another committee studied the problem of teaching students how to use books effectively; and the third committee went into the whole problem of reading for pleasure. These committees interviewed students, conferred with teachers, consulted members of the library staff, studied our library reports, and gave inquiry forms to students and teachers.

This fall, during our faculty conferences which precede the opening of school, these committees reported to the faculty. The reports were constructive and forward looking with emphasis upon what the teacher can do to aid in each of the three fields which I have mentioned. The work of these committees has proved most helpful in encouraging our teachers to think constructively regarding library problems. I therefore commend this device to you for use in your school.

A second device which we have found helpful consists of giving a brief talk to the faculty, the essence of which is as follows: As educators we talk a great deal about individualized instruction. Our library staff is talking a great deal about individualizing library services to the needs of each teacher. We realize that no one pattern of library administration meets the demands of all teachers and of all courses. We cannot, however, individualize library service to

(Continued on last page)

Librarianship—Stop-Gap or Profession?

By Stewart W. Smith^{*}

THERE is much talk these days among governmental administrators and students of political economy of the necessity for "career" government service. It is being recognized that if there is to be an efficient personnel administering the public business that personnel must be recruited not only from the ranks of those who are adequately prepared but also from among people who intend to make a *life* work of the job in question. As a result, numerous books and articles have appeared stressing this need and the last few years have witnessed the growth of a school of thought which even goes so far as to advocate the creation, in our universities, of departments whose avowed purpose it would be to train people specifically for the government service.

Certainly, if there is truth contained in these arguments, that truth is applicable to the library as well as to other branches of the public service. Insignificant as we are numerically in comparison with other groups of public employees it is, nevertheless, important that we should fall in line and improve our service and personnel thru the adoption of this ideal.

A Stepping Stone to Matrimony?

As a matter of fact, a close scrutiny of many of our professional ills leads inevitably to the conclusion that they have their roots in a too prevalent tendency among librarians to use their work as a stop-gap rather than as a career. At the risk of inviting the wrath of most women librarians it must be said that they are the most flagrant examples of this tendency to use library work as a stepping stone—usually to a career of matrimony.

Unfortunately the library profession is dominated numerically by women—young women whose intention it is to marry and who at best expect to remain librarians for only a few years.

Theirs is, in the majority of cases, a stop-gap philosophy which says in essence, "My salary is low, it is true. I could wish it were more adequate, but after all it is sufficient for the present and soon I shall be married and then it will make no difference. What do I care about improving economic conditions or advancing the profession generally? I am here because I must be doing something, because I don't like school teaching and because I do like books."

Writers of books on vocational guidance and librarians themselves in tones of humility point out that ours is the world's most poorly paid profession. The A.L.A. compiles devastating statistics comparing librarians' salaries with those of teachers and adds further conviction, if any is necessary, of our shameful economic state.

There are numerous reasons why such a condition continues to exist. There is the lack of public appreciation of the librarian's value to the community and there is our failure to promote this appreciation thru adequate publicity. There is the traditional attitude which proclaims the librarian as an exalted idealist with a "calling" into whose scheme of life no preoccupation with things mundane can be permitted entrance. There is the ever present shortage of library funds which has made necessary economies almost resulting in penury and a tendency to devote as much of the available cash as possible to the purchase of reading matter in an effort to promote the library rather than the financial well-being of its employees.

All these factors are involved in the librarian's failure to receive adequate recognition. But there is another condition, embracing to some extent these others and far more potent than they, which explains our general inability to progress as we should. This condition is our collective disinclination to try

^{*} Chief of History Department, Milwaukee (Wis.) Public Library.

to remedy the situation. There are exceptions, of course, but the vast majority of librarians are seemingly unwilling to take any active part in a program tending to advance their status in any way.

The above is not in any sense intended as a blanket denunciation of either women librarians or the marriage institution. Any intelligent person will readily admit that women librarians have in the past and still are doing excellent work and making important contributions to the library profession. However, the fact remains that so long as people enter library work with the idea that within a few years they will be out of it, the profession on the whole will suffer and fail to make the progress it should. Obviously, if one does not intend to be employed in a given position for more than a short time, he is not apt to be much concerned with what the status of that position will be in the future.

Recruit More Men!

What is the answer? Being a man I hesitate to express my convictions for fear of being accused of masculine jealousy or of being anti-feminist generally. Nevertheless, it seems true, if the foregoing premises are sound, that before librarianship can assume a rank in any way comparable to that of the other learned professions, there must be, first of all, a recruiting of more men to the ranks. This because, in most instances, men will be more apt to stay in library work thruout their lives, and hence will be intensely interested in seeing both the economic and professional status of library work advanced.

How such a result is to be brought about, it is difficult to say. In fact, upon examination the whole problem assumes the aspect of the vicious circle. There are few men in the library profession because salaries are too small to offer inducements to them to enter it, and salaries are small because there are few men in the library profession. The situation may be compared with the teaching profession, which in past centuries was largely the province of men but which was deserted and used as a stop-gap by them because of greater financial inducements in other lines of endeavor and because of the lack of

prestige enjoyed by teachers. The result was that teaching, especially in the United States, became more and more the work of women because they were able and satisfied to work for less financial return than were men. Later as our school system expanded, and as men again became active in the teaching profession and the teachers became strongly organized and maintained powerful lobbies, their conditions improved and more and more men have been induced to make teaching their life work.

The history of librarianship is essentially the same. In early times before women generally were afforded the educational opportunities they have today librarians were always men. Then, because of the increased learning made possible thru feminine emancipation, and the development of the public library movement in this country, women became increasingly active in the library profession, both because it was a type of work admirably suited to their abilities and tastes and because they could be employed more cheaply than men.

Such is the present status of the library profession. What the future holds it is, of course, impossible to say. Certain tendencies, however, are apparent. Due to the depression and its accompanying shortage of opportunity and because prospective male librarians have been assured that library work held possibilities for them, there has been a gradual increase in the number of men engaged in library work. Whether or not these men will stay in the profession and others enter it if, and when, the depression lifts, and opportunities in other lines of work offer themselves, depends largely on whether library salaries can be sufficiently advanced to make it possible for men to live decently and to provide for families on their earnings.

"Career" Librarians Needed

The question is not whether men will *want* to stay but whether they will be able to do so. As long as a social system prevails in which men occupy the role of providers and women that of home-makers, any talk of equal pay for men and women doing the same work

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Our Library Forum

*By Helena Hamel**

The Toman Library forum was organized four years ago by the John Toman Branch of the Chicago Public Library. The branch is situated in a community in which the Czechoslovaks predominate. The forum was the result of a brilliant art exhibit at our library sponsored by the Bohemian Arts Club of Chicago, the members of which are internationally known Czech artists. The exhibit was a tremendous success and we received many requests for more affairs of a similar nature. A forum was suggested by several members of the Arts Club who were of the opinion that an activity of this kind would maintain the interest in Czech art and culture which the exhibit had aroused. They expressed a desire for lectures in English but devoted primarily to Czech topics. Since there is no settlement house of any importance in our community, the library was the natural place for a venture of this kind.

Times were more or less ripe for new experiments. The depression was in its second year, and the library was beginning to curtail book purchases. With the diminishing collection circulation was lessened and the work not quite so heavy. A forum would prove an excellent publicity measure, keeping the library constantly before the public and linking it actively with community life. Adult education was being stressed and a forum certainly was a step in that direction.

We were doubtful how the idea would be received by our library board, since to our knowledge nothing of this sort had ever been done by the Chicago libraries. Three members of the Arts Club, one of my assistants and myself formed a committee. A letter was sent to the board, who gave us permission to go ahead. The committee then met to plan their program. It was decided to hold lectures on alternate Friday evenings, from October to March. The lecture was to begin at 8 o'clock, the

speaker being allotted 45 minutes, followed by a question period of 15 minutes. The committee members were to serve as chairmen.

The first year we had five on the forum committee. Later several men expressed their interest and asked to be included among the forum directors. There are now nine in the group: two business men, two attorneys, the editor of the local paper, two craftsmen, and two from the library staff. They are a well balanced group politically: two being conservative, two radical, and three liberal. Because of these differences of opinion, our committee meetings are always lively, and the selection of lectures diversified. The committee meets at the library several times during the year to plan the season's program. They discuss the lectures to be presented, and suggest speakers. Since we cannot offer an honorarium, speakers do not always accept, tho most of the time we have been quite fortunate.

Lists of speakers are sent to us by the universities, settlement houses, speakers bureaus, and the adult education council. Fred Atkins Moore, head of the adult education council in Chicago is very much interested in our forum. Most of the speakers this year were suggested by him. We also can call on Czech leaders in various fields, who are always glad to address their own people.

At the end of the first season several hundred questionnaires were distributed in an attempt to find out the type of lecture preferred. We were surprised to learn that Czech subjects were not particularly popular, and that the majority wanted lectures on current economic, social, and political problems. We have followed this outline ever since, with a cultural lecture occasionally interspersed. The committee tries to avoid controversial subjects, but once in a while there is such universal interest in a topic that it cannot be ig-

* Librarian, John Toman Branch, Chicago Public Library.



FULL HOUSE AT THE TOMAN LIBRARY FORUM

Seated on platform are members of Lazareff Theatre Group; standing, the director, Madame Lazareff; and on the right, the chairman, Thomas Cermak.

nored. In such cases, one of the more experienced members presides. A great deal depends on a good chairman in avoiding unpleasantness. As a whole, the audience is tolerant of different viewpoints and appreciative. Many of our speakers have told us that they have seldom spoken to a more receptive group.

The attendance has been increasing steadily. The first season we averaged 85, and last year 175. The largest group we ever had, 375, assembled to hear a physician speak on "Diet and Health." We have had several debates which have also drawn large crowds. Last year's program, which is typical of the scope and variety in our lectures was as follows: "Debate on the new deal"; "Woman's place in society today"; "No work, no money, why"; "Changing philosophies of the new day"; a religious symposium in which representatives of the various faiths participated; "Loopholes of the law"; "Some leading personalities of the day: Hitler, Mussolini, Stalin"; "Social insurance"; "A new job for science"; "Disarmament"; "Mexico today"; and an illustrated lecture on Soviet Russia.

The development of the forum is reflected in the question period. The first year people were so reluctant to ask questions, that the time allotted for this purpose seemed unnecessary. Now, that is often the most vital and interesting part of the evening, extending far beyond the designated 15 minutes. We find that people want to do more than ask questions. They are anxious to express their opinions. Of course, as in every audience there are the hecklers, who enjoy putting the speaker on the spot. The chairmen, however, are careful not to encourage them. One who has caused us considerable amusement we have nicknamed "Gunpowder." He comes to each lecture fully prepared with statistics and newspaper clippings, many of which have no bearing on the case. However, since he has not missed one lecture since the beginning of the forum, the chairmen have no difficulty in handling him.

The forum committee is at present considering the advisability of instituting a discussion period. This is the method used at one of the Y. M. C. A. forums where three-minute speeches are given from the floor. The subject of

the lecture is posted two weeks in advance on the bulletin board, with five or six suggested topics for discussion, which are selected by volunteer speakers. Books and periodicals to be consulted are also included in the announcement. This would seem to be the ideal arrangement for a library forum, since it uses the library to supplement the lecture. Up to now, however, we have not been able to connect the two since books on current problems have not been available in the Chicago Public Library.

We receive splendid cooperation from the press. Since the editor of the local paper is on the committee he sees that the forum receives primary consideration. Long articles appear on the front page, often carrying headlines across the entire sheet. The forum secretary, one of the library staff, takes care of all the publicity and correspondence. She writes two preliminary stories and one follow-up on each lecture. These are also sent to the Bohemian papers, and occasionally to the metropolitan dailies. The secretary has compiled a scrap book of clippings, of which she is justly proud.

We have carried on the forum despite the fact that the branch had no convenient facilities for it. We have an attractive one-story building. The charging desk is in the center with the juvenile and adult departments to the right and left. Since we have no auditorium, we originally decided to hold the forum in the story room, which is just off the juvenile department and accommodates about a hundred people. Because of the large attendances, we were soon compelled to move into the juvenile room. This meant bringing the forum into the library proper and perhaps disturbing our readers. No objection to this arrangement has ever been raised—our public accepting it good-naturedly. For the first two years, we had to depend on local undertakers for chairs, since extra folding chairs were not part of our equipment. This led to difficulties on more than one occasion. Several times, our friend the undertaker would call us the last minute to say he was conducting a funeral and his chairs would not be available. Our troubles

in that respect are now ended, for when the board saw that the forum was becoming a permanent feature, we were supplied with chairs.

The forum now runs pretty smoothly, and is a definite part of our branch routine. I believe that the lectures are for adults what the story hour is for children, one of the best means of arousing interest in vital subjects and stimulating a desire to read about them. Thru the forum, the library has assumed the cultural leadership of the community, and we feel that it has proved a very successful experiment.

Librarianship—Stop-Gap or Profession?

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is ridiculous. It is obviously impossible for men to support themselves and their families on the same amount of money that it would cost a single woman without dependents to live. The only just way to solve the problem of comparative salaries of men and women is on the basis of their relative needs.

In addition to the encouraging of men to enter library work, there must be the inculcation among both men and women in the profession of a consciousness of their duty not only to themselves, but to the profession and to those who will be library workers in future years. Even those who use library work merely as a stop-gap must be willing, for the sake of their fellow workers, to make some effort toward the advancement of librarianship if that profession is to flourish and progress.

We *must* have "career" librarians. Library administrators, if they have the best interests of their profession at heart, must adopt long-time plans having as their objective the building up of staffs of workers who intend to be librarians, not for one year or for three, but for their entire lifetimes. Only thus, with librarians aware of their collective needs, striving consciously to satisfy them and making united effort toward professional improvement can our work assume its rightful significance in the eyes of the world and we obtain our merited due of economic adequacy and professional prestige.

Recent Technical Books

By Helen Rugg*

INVENTIONS, whether new or brought to further perfection as the result of research and experiment, furnish the thrills of postwar days. Other generations have expressed their need of adventure in geographical explorations. The scientific works of Jeans and Eddington may well have been given to the world as poetry in other days. Remarkable developments in the fields of air conditioning and the Diesel engine may be expected to result in an advance in living standards.

Air Conditioning

Air conditioning has recently become widely recognized not only by engineers but by the public at large. It is now used in practically every movie theater, and, if not already installed, it is being considered for hotels, restaurants, and other public buildings, where it will have great commercial importance in its application to personal comfort. Many homes are being entirely air conditioned or are having units installed in one or more rooms. The revelation of the comfort afforded travelers by the air conditioning of trains has made this railroad service a permanent feature. There are a number of excellent books on the subject which will be of value to the layman, the plumber, the contractor, and the engineer.

A modest but important contribution is Otts' *Essential Features of Comfort Air Conditioning*. It is written from the physiological point of view rather than the technical. It attempts to show that air conditioning is the simultaneous control of temperature, humidity, movement, and purity of the surrounding air in order to produce the most healthful environment in which to live. It convinces one that the proper heating systems for the houses in which we live, and the offices, stores, and factories in which we work are much more essential than is generally realized.

Riesbeck's *Air Conditioning* is written to assist heating and plumbing contractors and the layman. The first section discusses the installation and operation of equipment from a practical point of view; the second, the use of ozone in ventilation, air conditioning, and the purification of water.

Another book of importance is *Industrial Air Conditioning* which contains material originally appearing in *Heating, Piping and Air Conditioning*. The material has been contributed by twenty-five air conditioning engineers who have each specialized in a particular industry or a related group of industries. As a result it is comprehensive enough to cover the air conditioning problems common to all industries as well as the specific problems encountered in many particular processes. The new edition of Allen and Walker's treatise which has changed its title from *Heating and Ventilating to Heating and Air Conditioning* has been completely revised to cover recent advances, particularly in the field of air conditioning.

The Diesel Engine

No other branch of mechanical engineering has made as great strides during the last ten years as has Diesel engineering.

The Diesel engine is the most efficient engine in the world. It can go anywhere—on the water, on the land, on air. The Diesel's efficiency arises from the fact that it uses no ignition—its fuel ignites spontaneously in the cylinder. Not only does it burn fuel oil, which is an extremely cheap by-product of gasoline, but it utilizes up to 37 per cent of the potential thermal energy in each gallon of this fuel, whereas the four cycle automobile gasoline engine utilizes only up to 25 per cent of the available thermal energy in a gallon of gasoline. Translated into miles, this means that a Diesel engine will travel farther on a gallon of fuel oil than an automobile engine will go on a gallon of gasoline. It has been said that even a lower grade and cheaper oil than fuel oil can be used, and corn stalks have been experimented with as fuel.

The amazing success of the Diesel-electric train has been a great boon to transportation. Its speed and beauty have appealed to the American public, and its low cost of operation to the railroads. The operating expenses of one train have averaged 53 per cent of those of the steam trains which it replaced. The cost of fuel and lubricating oil is estimated at 3.88 cents per mile, as compared with a cost of fuel for steam trains of 13.77 cents per mile.

* Head of Reference Division, J. J. Hill Reference Library, St. Paul, Minnesota.

The Diesel automobile and truck have been slower in development, but if the pace indicated at present is continued it is estimated that there will be 2,000 Diesel trucks and busses in operation by the end of 1935.

As the ships pulled us out of the depression in 1819, the railroads and gold in 1837, more railroads in 1873, and the automobile in 1921, the Diesel will help us out of the present depression. The American public of today is almost as excited about the Diesel-electric train as the men of a century ago about the first run of the New York Central in 1830.

So little has been published on the Diesel locomotive that I was delighted to receive Lipetz's *Diesel Engine Potentialities and Possibilities in Rail Transportation*, a bulletin of the Engineering experiment station of Purdue University. It consists of portions of the author's lectures on the design and utilization of railway equipment. Mr. Lipetz is a consulting engineer of the American Locomotive Company and professor of railway engineering at Purdue.

The *Model Diesel* is a standard handbook on road, rail, and air transport, and a manual of the Diesel engine on small marine craft. Reference is also made to the developments in the use of the Diesel locomotive.

A most practical book is Rosbloom's *Diesel Handbook*. It will be useful for the operating engineer as well as for the student. Instructions on the care and operation of all types of Diesels are given in non-technical language. Shepherd's *Diesel Engine Design* gives detailed directions on the design of Diesel engine parts. The author has avoided extended theoretical discussions and advanced mathematics.

Anderson's *Diesel Engines* is planned for the operating man. It tells concisely what Diesels are, what they do, and how to select one for a particular job. You will be impressed by the thoroughness and accuracy of the author and his sincere efforts to produce a practical working handbook without ballyhoo and supported by facts and experience.

Aeronautics, Radio, Photoelectric Cells

There is always great interest in aeronautics. Manning's *Airsense for Those Engaged in or Interested in Flying* is an elementary, non-mathematical work telling how the airplane flies and how the engine works. A more technical book is Younger's *Structural Design of Metal Airplanes*. It is the only book covering the all-metal plane construction, which is the latest phase of airplane development. Because of its wealth of new material and refreshing style it is highly recommended for libraries that have use for this type of book.

Mr. Hooker of the Birmingham Public Library in his paper on radio at Denver last June stated, "There has been more interest in and thirst for knowledge of radio than has been evident concerning almost any other subject in our technology department." I believe most libraries have had this experience. The trend has been towards the short-wave radio, and the most useful of the few books on the subject is Ladner and Stone's *Short-wave Wireless Communication*. It is technical enough to interest the radio engineer and so valuable that operators and advanced amateurs pore over its detailed explanations and its discussion of the problems of reception and transmission. In fact, it is the only satisfactory work yet available on short wave communication. Nilson and Horning's *Practical Radio Communication* contains complete up-to-date technical information which every practical radio operator-technician needs. It treats of the long, medium, short and ultra-short wave radio, including information on aviation, marine, and police radio communication. Altho it is rather expensive for the small library, I should recommend its purchase.

The objective of McLachlan's *Elements of Loud Speaker Practice* is to tell the average person (1) the purpose of a loud speaker (2) how it works (3) how it is designed and (4) the effect of the room in which it is used upon reproduction. No special knowledge is required to understand the text, which is devoid of mathematics and intricate technical details.

Terman's *Measurements in Radio Engineering* provides a comprehensive engineering discussion of the measuring problems commonly encountered by radio engineers. The method of treatment and the degree of difficulty are much the same as in the author's book *Radio Engineering*, one of our most used volumes on radio. The two works may be considered companion volumes, one dealing with the general principles of radio, the other with measuring methods and apparatus.

It is upon the theory of electricity known as the electron theory that the art of radio is based and many books on the subject cover this field. But an impressive growth in non-communicative uses of the electron tube has taken place within the past five years. Henney's *Electron Tubes in Industry* is the first book to describe this new development. It tells what the electron tube is, what it can do, and its industrial applications.

Photoelectric cell applications have experienced rapid development within recent years. New uses are found daily for the "electric eye" and the number of these applications is extending into every activity of industry and every-day life. It opens doors, controls

and counts traffic, regulates temperature, automatically turns on lights as they are needed, and now a new type of cell has been invented by which motors may be run by electricity from sunlight, the cell converting the light directly into useful quantities of current. Wherever work is to be done that can be controlled by a shadow or a beam of light, the "electric eye" will perform its duty tirelessly.

Fielding's *Photoelectric and Selenium Cells* deals with the practical application of the cells. One chapter explains a number of simple experiments with the photoelectric cell, such as operation of a burglar alarm, playing a phonograph record with a light beam and running a model railroad signal system. Another chapter is devoted to television and talking pictures, and the balance of the book to industrial, advertising, and novelty applications. The book is simply written and clearly illustrated.

Campbell's *Photoelectric Cells* is written for those who desire to understand the principle of the photoelectric cell rather than merely to follow accepted procedure. Walker's *Photoelectric Cell Applications* is a practical book describing the use of photoelectric cells in television, talking pictures, electrical alarms, counting devices and other things.

Scientific Theory

As the science of yesterday is the engineering of today, so the science of today will be the engineering of tomorrow. For that reason it is important for a library to add as many of the recent books on science as its budget will allow. They are always in demand and appeal to a large and varied group of readers.

Of Eddington's *New Pathways of Science*, the London *Times* reviewer says, "It is imaginative boldness, this sense of new possibilities, which, combined with such subtle and delicate analysis, makes the great charm of the book." Jeans' *Through Space and Time* is one of the best of the popular books which the author has written. With his expertness of knowledge and simplicity of exposition the author has given us the scientific facts concerning the universe. There are many plates of remarkable beauty illustrating the text. It is a book that will be read by young people and adults alike.

Electrons (+ and -) Protons, Photons, Neutrons, and Cosmic Rays is a revision of Professor Millikan's well-known book *The Electron*. The book is dramatic, readable, and interesting, especially as the story is woven around some of the greatest developments of physics in the last twenty-five years. So contagious is Millikan's youthful enthusiasm that

someone suggests our own generation may become young again by reading this book.

Huxley's *Science and Social Needs* shows clearly the relationship existing between science and society in the fields of theoretical research and of practical application. He tells how the laboratory aids in the manufacture of food and clothing, how engineers improve buildings and homes, and how the chemist, physicist and engineer unwittingly contribute to modern warfare. Wilson's *Mysteries of the Atom* is a discussion of modern theories of the atom, space, time, and relativity, intended for the reader with no special background of physics.

Chemistry and Textiles

I have selected three books on chemistry which are all very important but expensive. Together they cover a wealth of material and answer practically any chemical reference question which may present itself. Bennett's *Chemical Formulary* is a condensed collection of valuable, timely, and practical formulae. It covers a wide field, touching common and unusual items from cattle dip and indelible lipstick to synthetic jewels and the production of carotene from spinach. Lange's *Handbook of Chemistry* is more than a handbook of tables—it is an interesting book on chemistry, well arranged and well edited. Perry's *Chemical Engineers' Handbook* fills a long felt need for a convenient and reliable source of accurate information. It is a veritable encyclopedia.

I have included a few books for the housewife, the home economics teacher and the adult education classes in home economics. Baldt's *Clothing for Women* is a book of lasting value to the intelligent home maker. Color and design in dress are emphasized. Practical hints are given in clothing construction. The *Rayon and Synthetic Yarn Handbook* is particularly valuable in that it covers in semi-technical language not only all phases of rayon and synthetic yarn production and processing, but the further steps involved in converting such yarns into various types of fabrics and knit goods. When everyone is talking "cotton," Peake's *Cotton from the Raw Material to the Finished Product* is a valuable book for any library's collection. It is one of a series of books issued by Pitman on various commodities and industries. All of the series are very practical and inexpensive.

A most fascinating book, beautifully illustrated and still inexpensive, is Corbin's *Hand Block Printing on Fabrics*. It is written to provide art teachers, art students, and amateur craftsmen with a knowledge of the process, the tools and other equipment in the hand block printing on fabrics.

There are a number of books which do not fall into any of the general classes mentioned but are exceedingly important. Remarkable progress has been made during the last decade in the quarrying and the marketing of stone. Next to agriculture it is the most widespread of all industries in this country. Bowles' *Stone Industries* fills a decided gap in technical literature by providing a comprehensive account of the industry in all its ramifications. Today every community, no matter how small, is illuminated with neon signs. There have been several books published in English but nothing describing American practice until Miller and Fink's *Neon Signs* appeared this year. It presents the essential facts.

Packer's *Automobile Service Shop Management* is a useful book for both the garage man and the service station attendant. It gives practical suggestions for various phases of service, the selection of a location, the building, the financing, merchandising, the shop layout, equipment, and actual service work.

The last book on the list is Well's *Design in Woodwork* which has been planned to show that the principles of good design are simple and can be applied to small as well as large objects. It explains the difference between good and bad lines, shapes, spacings, color, and decoration. Of special value to schools, the book will also be an inspiration and guide to the adult who is interested in woodworking and the craft of cabinet making.

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Junior Librarians Section*

Leaflets Contest at Half-way Mark

TEMPUS certainly has done some rapid "fugiting" since we burst into print with our announcement of the \$45.00 Library Information Leaflets Contest last month; and we now find ourselves past the half-way mark of the eight weeks allowed for the preparation and submission of entries. For the information of late-comers I am referring to the plan of the Junior Members' Round Table (A.L.A.) for producing a series of inexpensive, illustrated leaflets on the use of libraries, which, offered to perplexed patrons or to new registrants, would overcome some of the bewilderment which readers not familiar with card catalogs, bibliographies, indexes, and handbooks feel when they come to the library. See the February *Wilson Bulletin* for full details of the contest if you are interested in trying for one of the cash prizes that are being offered. Those beginning now have the same chance of winning as earlier entrants, for no judging will take place until all entries are in, April 1.

The three eight-page leaflets in the present project will take up (1) The use of the CARD CATALOG and the ARRANGEMENT OF BOOKS in a library, (2) How and where to find material on a SUBJECT, and (3) PERIODICAL INDEXES, respectively, it being felt that these are the readers' most common stumbling blocks to locating readily what they want in libraries.

Contest NOT Limited to Juniors

Anyone in a library or in library school may enter the contest as it is purposely not limited to junior members. Also a contestant may submit copy for any one leaflet or for all three of them, as desired. The main thing to remember is to read the rules

carefully and to mail your entries to *Library Information Leaflets Contest*, in care of the *Wilson Bulletin*, 950 University Avenue, New York City, by April 1.

In addition to The Wilson Company's generous gift of cash prizes and space for these announcements, others are cooperating most wholeheartedly in supporting this newest J.M.R.T. venture. Both the *A.L.A. Bulletin* and the *Library Journal* are giving us publicity in their columns and have invited contributions relating to other junior members' activities as well. Notices calling special attention to the contest have been sent to state and local groups of Junior members, and in one large public library system mimeographed sets of the contest rules were sent to all the branch libraries with the following comment: "The need for these leaflets has been voiced by several of the well known librarians of the country who feel that this type of material would be valuable in working with the public. There is no doubt that if a concise statement of how to use a library could be handed to new registrants a great deal could be done to break down the feeling of strangeness so often experienced by newcomers. . . ."

Contest Closes April 1st

Here, then, is a project undertaken in direct response to a need expressed by library leaders, and again we cordially invite your participation. There is still this month in which to act, so take pencil and paper and outline your topics tonight. From now on the outcome of the contest rests with YOU.

Cheerio!

E. B. S.

*For the Contest Committee
A.L.A. Junior Members Round Table*

Junior Members' Sections in Library Associations

By C. P. Baber†

IN making this study I have been prompted by a desire to learn something of what is going on in the various states looking toward the calling into more active play of the latest energy and enthusiasm of the *younger* librarians.

Up to the time of submitting this article, I have been able to learn of fifteen states in which organized junior members' groups exist, namely, California, Indiana, Louisiana, Maryland, Missouri, Nebraska, New Jersey, New York, Ohio, Oklahoma, Pennsylvania,

* A monthly department. Junior groups, staff associations, discussion clubs, etc., are invited to send regular reports as to activities, projects, debates, and recommendations. These columns are open also to individual librarians for correspondence and articles pertaining to the work and welfare of library assistants.

† Librarian, Kansas State Teachers College, Emporia, Kansas

Texas, Virginia, Washington, and Wisconsin. And all of these junior members' organizations have been established within the last two years—most of them within the last few months!

A condensed summary of the information secured thru correspondence is presented below. In addition to these fifteen local and state-wide junior members' organizations, there are to my knowledge at least two regional ones, namely, "The Junior Librarians of the Southeastern Library Association," of which the Chairman is Miss Geraldine Le May of Norris, Tennessee, and "The Junior Members' Round Table of the Southwestern Library Association," the Chairman of which is Miss Ella V. Aldrich of the Louisiana State University at Baton Rouge. These two regional organizations were inspired by, and are patterned after, the Junior Members' Round Table of the American Library Association, and are now engaged in the process of setting up a junior members' section in each of the affiliated state library associations.

Name, Motivation and Purpose

California

Not a "section" but a "round table." Organized in 1933. Miss Eleanor Hitt, President of CLA, states that "In 1934 they (the junior group) requested the Executive Committee (of the C.L.A.) to authorize their organization as a section. This the Executive Committee did not do, as it felt that sections should be based upon the type of work rather than upon some arbitrary distinction like age." Chairman is Miss Louane Leech, Librarian, Public Library, Petaluma.

Miss Helen Thompson, Chairman of the "Junior Members' Section," writes, "The reason we created a junior members' section was because one of our junior librarians attended the Junior Members' Round Table in Chicago when the American Library Association was held there in October 1933. She came back so enthusiastic that we decided to have a luncheon for junior librarians at the December meeting of the I.L.A. and see if the junior members were interested."

Louisiana

The Chairman, Miss Mildred Hogan of the State Department of Education at Baton Rouge, points out that the "Junior Members' Round Table of the Louisiana Library Association" was organized at the instigation of the Southwestern Library Association. Organization was effected at a meeting of the L.L.A. on April 13, 1935.

Maryland

Called the "Baltimore Junior Members' Round Table,"—its activities being confined chiefly to Baltimore and vicinity. The Chairman, Miss Lucille M. Morsch of the Enoch Pratt Free Library, gives "spontaneous combustion" (on the part of several junior members of the E.P.F.L.) backed by encouragement from the Librarian, Mr. Wheeler, as the force that brought organization into being.

Missouri

The junior members' organization is not yet a so-called "section" of the Missouri Library Association. The Chairman of the junior members reports as follows: "The movement in Missouri is an outgrowth of the A.L.A. round table but I believe that there are other factors which are influencing our development much more than the A.L.A. group. The first of these is mostly energy, which I am trying to turn to good account. The lack of an outlet for this energy has in the past caused some dissatisfaction on the part of the younger librarians with the profession as a whole, and this dissatisfaction is another factor in the formation of our group. This second factor is balanced by an optimism about the future of the profession. We practically all have the feeling that up until now the library profession has been working defensively and entrenching itself among the other professions but that from now on we shall be expanding and growing more and more in importance and influence. The junior members feel that by having an organization of their own they will be better able to aid in this development." Present Chairman is Miss Ruth T. Manlove of the St. Louis Public Library.

Nebraska

The "Junior Members Section of the Nebraska Library Association" has had but one meeting, namely, that on October 16, 1935. The group was organized to align the N.L.A. with what was believed to be a forward movement among younger librarians in other states, as explained by the Secretary-Treasurer, Mrs. C. W. Lessenhopp of the State Public Library of Lincoln. The Chairman of the juniors' section is Miss Margaret Fulmer, Librarian of the Carnegie Library at Hastings.

New Jersey

Called the "Junior Members' Round Table" rather than a "section." Miss Marguerite Gates, Immediate Past President of the New Jersey Library Association, explains the origin of this round table in these words, "The idea of the Junior Members' Round

Table in New Jersey originated with Miss Leavitt of the A.L.A. Membership Committee. As I understand it," she continues, "a small group discussed the matter at the New Haven Conference, six of the group meeting Miss Leavitt later in New York and making preliminary arrangements." The organization was effected in 1934. Miss Janet K. Zimmerman of the Glen Rock Public Library is Chairman.

New York

The creation of the "Junior Members' Section" was prompted by a petition on the part of the younger members. The present Chairman is Miss H. Rebecca Dane, Grosvenor Library, Buffalo.

Ohio

Called a "Junior Members' Round Table." Organized in fall of 1935. Miss Roena Ingham, President of the O.L.A., states that "The idea of organization in the state came from discussion at A.L.A. meetings of similar groups in New York and New Jersey." Chairman is Miss Helen M. Focke, Cleveland Public Library.

Oklahoma

The object of the "Oklahoma Junior Members' Group" as stated by the Chairman, Miss Eugenia Maddox of the Tulsa Public Library, is "to serve the A.L.A. and the library profession, sponsor professional expression and promote a greater sociability among members." Organized in the fall of 1935. The first regular meeting of the group will be held in the spring of 1936.

Pennsylvania

"The need to get acquainted with our contemporaries" is given by the Chairman, Miss Mary Klove, Osterhout Free Library, Wilkes-Barre, as the reason for the organization, in October 1935, of the "Pennsylvania Junior Members' Group."

Texas

The thing that prompted the formation of the "Junior Members of the Texas Library Association" was, as stated by the Chairman, Mr. E. W. McDiarmid, Jr., Librarian of Baylor University, Waco, "Recognition of the need for active expression and participation of junior members." Organized late in 1935.

Virginia

The "Junior Librarians, Virginia Library Association" came into being as an organization in November 1935, in response to an invitation extended by Miss Blanche McCrum, President of the V.L.A. The new group is

presided over by Joint Chairmen—Miss Mildred F. Johnson of Randolph-Macon Woman's College at Lynchburg and Mr. R. W. Church, Librarian of the Virginia State Library at Richmond.

Washington

As reported by William P. Tucker, Corps Area Librarian, 9th Corps Area, C.C.C., formerly Assistant to the Librarian, Seattle Public Library, the "Seattle Library Discussion Group," as the organization has been named, "grew out of a felt need for a group of all librarians of the vicinity to gather together in a loosely organized group for the free discussion of all vital problems touching upon librarians and librarianship." The junior librarians took the initiative in bringing about the establishment of this new organization, but a welcome is extended to all interested librarians, whether young or old. Date of organization was June 1935. The President is Mrs. June Voss Strothers of Seattle, c/o University of Washington.

Wisconsin

The Chairman, Miss Viola Fried, Kellogg Public Library, Green Bay, states that the formation of the "Junior Members' Round Table of the W.L.A." was prompted by "a desire to organize that came from the younger librarians themselves." Miss Fried says further: "Young librarians felt they received no recognition—no inspiration to go to state and national meetings—that they didn't meet anyone if they did go. So, from the standpoint of getting younger librarians to attend these meetings and getting acquainted with others . . . an organization or grouping of junior members seemed desirable." Date of organization was November 1935.

Method of Procedure Followed in Organizing the Section

California

The C.L.A. took no official part in the movement of the junior members to effect an organization.

Indiana

At a meeting of the state library association a luncheon for junior librarians was held, following which the group organized.

Louisiana

Organization was effected thru regular parliamentary procedure.

Maryland

An announcement calling a meeting for discussion.

Missouri

A few members of the M.L.A. simply met and organized themselves into a juniors' group and thereafter added others to the number.

Nebraska

Method not reported.

New Jersey

Organized as a "round table" instead of a "section," to avoid the necessity of so much parliamentary procedure.

New York

The President of the New York Library Association states that "Since there was no provision in the Constitution of the N.Y.L.A. for a section or in any way forbidding one, the Council (of the state association) voted to permit junior members to form a section."

Ohio

In the language of the President of the O.L.A., the organizing of the round table "was sponsored by a junior group of the Cincinnati Public Library which had been organized for a year." At a meeting called for the purpose, there was a program followed by discussion. "A committee was appointed to draw up a constitution to be presented the following day at a luncheon meeting, at which time a chairman and secretary for the group were to be elected for the following year." A constitution was then drawn up.

Oklahoma

An informal discussion gathering was arranged during the annual meeting of the O.L.A.

Pennsylvania

Form letter sent out to younger librarians inviting them to a breakfast meeting in connection with the P.I.A. convention. At this breakfast an organization committee was appointed.

Texas

A dinner meeting was called at which officers were elected.

Virginia

Luncheon meeting arranged during the convention of the V.L.A.

Washington

Mr. Tucker reports, "Parliamentary rules are used to the minimum compatible with smooth functioning of the group. It was organized under the auspices of the University of Washington Library School Alumni Association."

Wisconsin

The Chairman reports the calling of "a very informal meeting to elect a chairman and a secretary and to discuss national and state project possibilities"

Relationship of Section to the State Library Association

California

Miss Hit states that their "Junior Librarians' Round Table"—as they term it—"has its own set of officers, and holds meetings both in conjunction with the (state library) association's annual meetings and at other times and places."

Indiana

The Chairman of the "Junior Members' Section" writes, "Our section is governed by the general constitution of the I.L.A. We have our own officers, and we always have a luncheon meeting at the annual meeting of the I.L.A."

Louisiana

No separate constitution. Governed by the state library association. Meetings occur in connection with those of the L.L.A.

Maryland

No organic connection with the state library association.

Missouri

"No official relation to the M.L.A.," is the report, "except that all its members must be members of the M.L.A."

Nebraska

Separate set of officers. Meetings held as a part of the program of the state library association.

New Jersey

To quote Miss Gates, the junior members, who call their organization a "round table," "have their own officers and have, so far, held a luncheon or dinner meeting at the spring and fall conferences of the New Jersey Library Association. As a matter of fact, they seize every opportunity to hold meetings in various sections of the state in connection with meetings of other associations, as the New Jersey School Library Association, etc. They hold, also, frequent social teas at the homes of members in various parts of the state."

New York

The junior members constitute an organized section of the N.Y.L.A. They have their own officers and by-laws. The Executive Committee, appointed by the Chairman, is the governing body of the section. The section holds an annual business meeting at the time of the regular meeting of the N.Y.L.A.

Ohio

The organization is known as the "Ohio Junior Members' Round Table." It has its own officers and constitution. It must hold at least one of its business meetings in conjunction with the annual conference of the O.L.A.

Oklahoma

Governed by the state library association. No separate constitution. The group has its own chairman and secretary. Meetings are held in conjunction with those of the O.L.A.

Pennsylvania

Formal relationship to the state library association has not been fully determined as yet. Meetings will occur in connection with the P.L.A. conventions.

Texas

Details as to relationship to the state library association have not yet been worked out.

Virginia

Miss McCrum reports: "The group is an integral part of the general state association, paying dues only to that, but held together for the sake of common interests."

Washington

No constitution. No organic connection with the state library association. Meets independently once each month for discussion of topics of vital interest.

Wisconsin

Specific information not supplied.

Number of Members in the Section and Percentage of Total Association Membership

California

Definite information not given—probably around 200 members.

Indiana

Specific information not supplied.

Louisiana

The junior group has 43 members—constituting 27.8 per cent of the state library association membership.

Maryland

About 25 members in the junior librarians' organization.

Missouri

Perhaps about half of the members of the state library association are junior members.

Nebraska

Approximately 35 junior members.

New Jersey

111 belong to the "Junior Members' Round Table,"—constituting 20 per cent of the membership of the state library association.

New York

Information not available.

Ohio

Probably 75 to 100 members.

Oklahoma

Eight members in junior group.

Pennsylvania

Information not available.

Texas

Forty-five members in the junior group—approximately 11 per cent of the membership of the state library association.

Virginia

Fifty members (roughly estimated by the President of the V.L.A.) in the junior librarians' group.

Washington

Information not supplied.

Wisconsin

Twenty-five members in the junior members' organization.

Membership Obligations

California

Members of the round table must belong to the state library association and pay dues to it—\$1 per year. Information not given as to whether *additional* dues are required of junior members.

Indiana

Members of the section are also members of the state library association and pay dues to both. Dues for the section are 25c a year, and dues to the state association are \$1.50 a year.

Louisiana

Junior members pay no separate dues to their own organization, but they must belong to the state library association and pay dues to it of \$1 per year.

Maryland

Junior members may or may not be members of the state library association, and are not required to pay additional dues to their own group. M.L.A. dues are \$1 a year.

Missouri

Junior members belong to the state association. They pay no separate dues to their own organization but pay the state association dues of \$1 a year.

Nebraska

No separate junior dues. But junior members must also belong to the N.L.A. and pay state association dues of \$1.50 per year.

New Jersey

No dues are paid by the junior members to their own organization, but they must be members of the state library association and

pay to it \$1 annually, as dues. The state association has met some of the expenses incident to the activities of the "Junior Members' Round Table."

New York

Members of the section are also members of the state library association, but pay dues to the latter only. Amount is \$1 per year.

Ohio

Those belonging to the "Junior Members' Round Table" are also members of the O.L.A. and pay dues to it—amount not given. No separate round table dues.

Oklahoma

Those belonging to the "Junior Members' Group" pay no dues to their own organization, but they contribute whatever is necessary to meet the expenses of their own group. They must also belong to the O.L.A. and pay \$1 as annual dues.

Pennsylvania

The Chairman reports: "No dues for the 'Junior Members Group' yet. It is hoped that ultimately all junior members will be P.L.A. members." Many of them now are members of the state library association. P.L.A. dues are \$1 a year.

Texas

Members of the junior organization have no special dues, but must belong to the T.L.A. and pay the regular state association dues of \$1 a year.

Virginia

Junior members belong also to the state library association, but pay dues to the latter only. Amount is \$1 per year.

Washington

In most instances the members of the "Seattle Library Discussion Group" hold membership also in one or more other library associations. No information supplied on question of dues.

Wisconsin

Those belonging to the "Junior Members' Round Table" do not pay dues to their own organization, nor are they required to belong to the state library association. Information on W.L.A. dues not supplied.

Eligibility to Membership in the Section

California

All C.L.A. members under 35 years of age and who have not been engaged in library work longer than ten years are eligible. Membership automatically ceases at age of 35

Indiana

All I.L.A. members under 30 are eligible. Membership ceases when the age of 30 is reached.

Louisiana

All L.L.A. members 35 years of age or under. Junior membership automatically ceases after that age.

Maryland

To be eligible to membership in the "Baltimore Junior Members' Round Table" one must belong to the A.L.A. and be less than 35 years of age.

Missouri

M.L.A. members up to 35 years of age are eligible. The President of M.L.A. writes, "It has not yet been determined whether the member who reaches the age of 35 years ceases to be a member of the group"

Nebraska

Age limit is 35 years.

New Jersey

Information not supplied

New York

Members of N.Y.L.A. who are under 35 years of age are eligible. The by-laws carry no specification as to cessation of membership when age of 35 is reached.

Ohio

O.L.A. members not over 35 years of age are eligible. Nothing in their constitution is specified as to whether membership automatically ceases after age 35.

Oklahoma

Any member of the O.L.A. under 35 years of age is eligible. Membership ceases at age 35.

Pennsylvania

Information not supplied.

Texas

T.L.A. members not over 35 years of age are eligible.

Virginia

Any person less than 35 years old and engaged in library service is eligible.

Washington

Membership in the "Seattle Library Discussion Group" is not limited by age.

Wisconsin

No rigid regulations. Members should be under 35 years of age.



The Roving Eye



"I pledge allegiance"

BY the close of 1935 twenty-two States had enacted laws requiring teachers to take loyalty oaths. In the face of determined opposition by the most influential organizations of educators, the movement to force every teacher to pledge his allegiance to the Constitution of the United States has gained overwhelming victories in our state legislatures and threatens to invade new territory in 1936.

I do not know how many librarians have been affected by such legislation, outside of those school and college librarians who are faculty members. I presume, since I have not heard a single peep out of the profession, that our legislators, who are in the habit of neglecting librarians, have overlooked them again—on this occasion, however, to their advantage. No doubt the oversight will be remedied in good time. Before it is too late I want to urge librarians, regardless of whether or not they are themselves affected at the moment, to join hands with the leading teachers' groups in resisting this peculiarly invidious, tho innocent-seeming, encroachment on the freedom of scholarship and culture.

The loyalty oath is useless. Its object, of course, is to prevent the spread of radical, anti-capitalistic, or anti-American ideas. The most triumphant specimen of this type of legislation, as I recall it, requires the teacher to swear *monthly* that he has not taught communism since drawing his last paycheck. This in the nation's capital, Washington, D.C! For the purpose of eliminating radicals from the schools, the oath is ridiculously inadequate and ineffectual. Loyalty has its roots elsewhere than in the mouth. It has been pointed out that the swearing of an oath of loyalty to the King of England as an officer in the King's army did not deter George Washington from leading the rebellion of the colonies against British sovereignty. (Is his fame tarnished therefore?) A man can pledge his fealty until he is blue in the face, and most men will, under pressure; but unless his heart says Yea, he is not bound. It is a mechanical recitation, a ceremonial duty, a mouthing of syllables, as meaningless as the California schoolboy's pledge to the flag: "I pledge a legion to the flag of the United States, and to the Republic for Richard Sands; one nation and a vegetable, with liberty and justice for all."

The loyalty oath is dangerous and undemocratic. It conscripts the educator into the service of the state and places him at the

mercy of political authority, subject to its self-preservative interpretation of patriotism and patriotic doctrine. In contradiction of the spirit of democratic government, it precludes the possibility, especially in an era of social crisis, of unbiased investigation and free classroom discussion of living issues without fear of espionage or dismissal. It smothers the integrity of scholarship by wrapping it in a flag. Professor Kirtley F. Mather of Harvard University, a scholar of conservative background and restrained speech, says flatly: "The Teacher's Oath Law is the thin edge of the wedge, which when driven home would transform this 'Land of the Free' into a concentration camp of goose-steppers. . . Loyalty oaths for teachers open the door to fascism and the 'totalitarian State'—unwelcome enemies of the spirit of democracy which breathes thru our Constitution." The presidents of Harvard and Yale Universities join in this warning and denunciation.

Finally, I want to quote the classic utterance on the subject of loyalty oaths:

"If a government requires the support of oaths, it is a sign that it is not worth supporting and ought not to be supported. Make government what it ought to be, and it will support itself."

The author of that ringing statement is Tom Paine, who was the first person to write the words "The United States of America."

The First Round

As the result of a violent uproar created by trouble-makers, malcontents, agents of Moscow, the *Daily Worker*, and the New York *Herald Tribune*, as well as from such insidious groups of conspirators as the National Council for the Prevention of War and national teachers' organizations, the Tydings-McCormack Bill has been withdrawn by its promulgators from the current session of Congress. This beautiful piece of 110 per cent Amurrican legislation would have made the author, *or the distributor*, of any writing construable as anti-militaristic or even pacifistic subject to imprisonment for two years or to a \$1000 fine or both. A librarian could have been sent to jail for loaning a book by Sir Norman Angell, or Bertrand Russell, or Norman Thomas, or even Sinclair Lewis, to a soldier or sailor. The tight-lipped self-restraint of the profession and its spirit of sacrifice were clearly demonstrated when librarians assidu-

ously refrained from participating in the insurgent movement that finally sent the sponsors of the bill, including the Big-Navy-for-Big-Defence crowd, into temporary retirement. They, however—I mean the librarians—will have another opportunity not to do anything when the Kramer Bill (H.R. 6427) comes up for vote in Congress. The passage of this bill will entitle them to five years' imprisonment and \$5000 fine for displaying books by political dissenters or about the technique of radical reform. Isn't that a simple solution of the "radical literature" problem in libraries?

A Personal Note

I think at times that some of you may be bored by my constant hammering away at the shell of your social apathy, by my reiterated cries for a common defence of our hard-won civil liberties and the prerogatives of democracy. Bear with me but not for my sake. At a crisis in the history of civilization, when all the values that we cherish tremble in the balance, men with work to do have work to do. If we are to escape government by blood, the carnage of imperialistic wars, the ruin of the century, we must arm ourselves with the courage of our free convictions, with our loyalty to the trek of humanity, and with knowledge—above all, knowledge of the direction in which we aim to move. If, from this vantage point, I can tell you the truth as I see it and as it might not otherwise be reported to you—you whose work is so important in the preservation and propagation of the arts and sciences—if I can help you, or even one of you, to understand the forces for good and evil that are operating in the world today and to align yourselves with the former, perhaps I shall be able, when this chapter is closed, to feel that my job, this job of editing the *Wilson Bulletin*, has not been for society a total loss, or for myself a waste of spirit. Therefore, I ask, without false humility, for a little of your time, a little of your patience.

No Dissension

Old Stormy Petrel, with her inviolable *élan*, reproves me (albeit gently) for implying last month that we had disagreed about Ortega y Gasset's proposal to tame the book. She writes:

Dear Roving Eye:

I am sorry you used the word "dissension." It hurts my Quakerish sensibilities. And besides, it is not true. There is absolutely no dissension in the L.L.L. There might be some violence if I should feel impelled to throw a bomb at the blue-eyed young Adonis from Detroit! I would recommend for his reading *The Book of Tea*, by Okakura Kakuzo.

This is really a book on philosophy, not on commercial geography, and if sufficiently susceptible, he might learn from it how to drink a cup of tea in a high esthetic spirit, even in the midst of his librarian associates. Neither is there any difference of opinion. Ortega's idea of the librarian as book producer, I left to you to contest. I made haste to seize upon the cooperation he offered to those of us who have long provisioned the day when the librarian would be worthy of the task of being interpreter of books. This, of course, is also Miss Kelley's point of view.

I should like to call attention to the dangers lurking in one of the remedies you suggest, that is, specialization. Against these dangers the recent epoch-making book by Dr. Alexis Carrel, *Man, the Unknown*, is one long argument. As I cannot take time or space here to reproduce it, I should like to quote one statement which he makes from the depths of his own experience: "Medicine has been paralyzed by the narrowness of its doctrines." I believe that the same thing could be said of all of the established sciences. We need to look outward as well as upward. If, as you say, the novel does not concern the scholar at all, it is to be regretted. Even from the ephemeral novel he might learn something of the passing world which would save his humanity.

In regard to improved techniques of classification and organization, we might find suggestions in a doctoral thesis by Miss Kelley, which she has called "the classification of books in terms of use with some regard to the advantages of the subject catalog."

I subscribe heartily to the program you laid down for the L.L.L. But I do think there are some privileges in its fellowship!

OLD STORMY PETREL

New Members of the L.L.L.!

"SOCIALIST". "I want to apply for membership in the Liberal League of Librarians. Your platform as expounded in the *Wilson Bulletin* for February receives my whole-hearted endorsement. For months I have been following *The Roving Eye* with increasing interest, heartened by your very liberal position in questions pertaining to libraries. Your robust endorsement of such things as *buying* radical literature comes as a distinct pleasure. You may well believe that when a member of the Socialist Party is willing, nay, anxious, to be a liberal, her radical tendencies have been considerably dampened in library school and in the profession."

"HAPPY WARRIOR". "I have followed with increasing interest your editorials on the subject of liberalism, and especially the notices about that worthy organization, the L.L.L. I pray that you lend an ear to my petition for membership. I was disappointed that your platform (February *Wilson Bulletin*) made no mention of the university library. We who work in university libraries constantly face many of the problems that you state public libraries have to deal with. One single illus-

tration is that of the Loyalty Oath, which so many faculty members in other institutions have been forced to take. Of course we have our worries about radical books, magazines, and newspapers, but surely you know about that. For that reason, I am bold enough to suggest that your L.L.L. not overlook the university library in your zeal to right the wrongs done to the library profession."

COMMENT: It was certainly not my intention to exclude school and college librarians from the L.L.L. I hope that more of them will join, and I should welcome suggestions for the wording of an appropriate addition to our platform to cover their specific interests. The matter of the Loyalty Oath is discussed above.

• Repent: Unite: Act

Dear Roving Eye:

I am somewhat wary about asking admission into the L.L.L. One of the classic definitions of liberalism is that it is an attitude born of lack of conviction. If a liberal is one who is denied the privilege of upholding and furthering a thesis—then I certainly am not one of you. If, however, a liberal may "take sides"—then perhaps I am.

It seems to me that it has been the refusal of librarians—both individually and collectively—to "take sides" and express their opinions concerning the widespread problems of modern society, that has, more than any other factor destroyed any *change-effecting ability* they may otherwise have possessed. Beside being the basis for a great deal of the disdain and disregard which society has adopted toward librarianship.

A few questions about the L.L.L. You say you "*demand* adequate appropriations" and "*insist* that it grant to all shades of opinion the equal treatment guaranteed by law." Isn't that rather strong language for a liberal? At any rate—for a *lone* liberal or even for the handful who are already members. Do you recall the story of King Canute, who sat himself quite comfortably on the seashore and proceeded to *demand* that the waters recede? He got his feet wet. And I rather suspect that the L.L.L.'s lower extremities will be damp before long too. My point being:

What can such a small group as is represented by the L.L.L. hope to accomplish against an opposition which is vast and whose roots lie more deeply entwined in the substrata of our economic state than many of us realize. To carry the point one step further: surely there are thousands of librarians and library workers who agree with the ideals, beliefs, and hopes expressed by the L.L.L. and who possess a sincere common desire for the building of a better library world. This being true, why should not this opinion, so ineffectual individually, be concentrated and united into a chorus of opinion to which society must and will listen?

Well! and how can this be brought about? The question should hardly be necessary if librarians were in the habit of observing what was going on about them, and if they were willing to learn and benefit from the experiences of others. D. M. Thistlethwaite and D. Wycoff—in that thoroughly enlightening article in last month's *Wilson Bulletin*—suggest the answer, albeit rather timorously.

Some call it a union—professionals are apt to prefer the word guild. Whatever we call it, some body built on a national scale to give expression to our collective opinions and which will protect and further our economic as well as our professional interests. Contrary to what T and W. intimate, teachers have already realized the value of concerted action and have benefited tremendously by it. Their greater security, their higher salaries, and their larger consideration by society, as compared with librarians, can be ascribed in a very great measure to use of the power of united action. I submit that a very effective organization could be built along the same lines as that body whose president is Heywood Broun—the American Newspaper Guild.

The opinions that I have thus far expressed have already been voiced by a great many librarians. Perhaps most of them realize that that there is something basically askew with the world of librarianship and the efforts of a great many of them have been directed toward the readjusting of its internal workings. But realizing this, are they and we willing and courageous enough to attempt to readjust the state of society from which our own world stems?

The condition of librarianship is inexorably bound up with the condition of our economic and social structure—of which we are merely an organ. The diseases of the social state infect all its parts. As fluctuates the whole economic structure, so fluctuates—the library. What clearer or more vivid evidence of this do we need than hearing the answers to some very current questions. "Why so much curtailment of library service?"—"Why salary cuts?"—"Why dismissals of employees?"—"Why so little opportunity for young librarians just out of library school?"—and the answers varying only in degree of repetition. "No funds!"—"Budget requirements!"—and that choice morsel so dear to the hearts of administrators and boards of trustees, "The Depression!" This last one, tho it is usually pure "scapegoatic cause-finding," in reality comes one point closer to essentials. The corollary question is, of course, "Well! and where does the depression come from?" But librarians apparently are as forbidden to ask this question and get about as realistic an answer to it as little wide-eyed seven-year-old Margaret does when she asks her embarrassed mother, "Yes, but where do babies come from?"

This is practically platitude to all people—except librarians, who have been thoroughly screened from the harsh cruel world by a

(Continued on page 481)

THE CROW'S NEST

Guy R. Lyle, Editor

[The purpose of this department of survey and comment, devoted to current library publicity, is to acquaint librarians with the efforts and experiments of their colleagues in popularizing library services, and by criticism and suggestion to help raise the level of effectiveness of this increasingly important phase of library activity. Librarians are invited to send articles, copies of publicity material, descriptions and photographs of exhibits, booklists, annual reports, etc. to the editor of "The Crow's Nest," Guy R. Lyle, Library School, University of Illinois, Urbana, Illinois.]



SUCH moments as could be spared from the Yule researches in gastronomy and the divine grape were devoted to musing over the possibilities of library publicity thru the press. So far our revelations have not elicited any whoops from our practical friends, but we have been sufficiently encouraged by a Christmas package from Toledo to reduce our ideas to print.

We read somewhere or other that the success of a newspaper depends on the ability of its editors to discover and reveal the ideas back of the news. If this is a fact, and we believe the authority was a good one, then it is difficult to understand why books do not occupy a more important place in the outpourings of the press. Surely such a book as Lincoln Steffens' *Autobiography*, for example, yields up a richer harvest of ideas than the latest disclosures of graft in the artichoke racket. While admitting the dramatic value of Hollywood's latest scandal, we still cling bullheadedly to the idea that books have news value, and that newspaper editors would give space to book news if it were properly prepared and if the way were made easy for them to get it. Folly, you cry? Well, we even went so far as to write the vigorous and resourceful editor of the *Dayton Daily News* for an opinion and he replied that the ideas in books could be made as sensationally interesting as a murder or conflagration. He added with characteristic journalistic evasiveness, that "other work, perhaps usefully," had prevented him from getting out of a volume of Chase or Mencken the material for an early *extra*. By way of illustrating his first point, he singled out the magazine *Time* for honors in "vividly playing up the literary scene." The example may not appeal to the impeccable respectability of certain librarians, but we are inclined to believe that the book reviews

in *Time* have a more general appeal to the average public reader than those in the log-rolling weeklies devoted entirely to reviews—and publishers' advertisements. Also it is interesting to note that the editors of *Time* seem disposed on occasion to treat books as news; witness the recent review of Dr. Furnas' *The Next Hundred Years* under the topical division "Science."

We own that it goes against the grain to cut our own meditations at the point where we were about to suggest how book news should be prepared for the press, but instead we offer two communications from the Enoch Pratt and Toledo Public Libraries. They are far from news stories—more of the editorial or special feature type in fact—but we hope they prove suggestive and stimulating to other libraries.

The Enoch Pratt Free Library has for nine years conducted a weekly column in the *Baltimore Sun*. Now the same library has obtained a weekly column in the *Baltimore Sunday American*, a Hearst paper. The space will be devoted to "informal, chatty comment on library current events and services to the public." We should like samples of the new column for publication in this department.

Toledo has been experimenting successfully with a rather unusual plan for presenting book news. Three or four times weekly the library contributes a column "They Ask the Library" to the *News-Bee*, a Scripps-Howard paper, which is used as a filler on the editorial page. The general effect, we believe, is very good, altho we seldom get around to reading "fillers" on the editorial page. In brief, the column is a question and answer affair. The question, which serves to introduce the column, is not of the run-of-the-mine type: it is selected for its popular and unusual interest. The answer gives the es-

sential facts and introduces the book from which the information has been secured. The style is simple and brief, but it may appear somewhat mechanical to librarians. Our feeling is that it should go over well with the typical newspaper reader. We find our efforts to describe the Toledo plan a trifle clumsy, but the reader will get a better idea of what it is all about from the samples reproduced herein. Do you think it effective?

The Headlight

Thank you Penn State College Library for your publicity, especially for "The Headlight." It has helped us to pierce the fog which overhangs the eternal flatness whence these bi-monthly lucubrations are lucubrated. During an earlier watch we had occasion to mention Dartmouth's "Library Bulletin," and the appearance of a recent issue suggests comparison with "The Headlight." Truth to tell, we are slightly prejudiced in favor of the graceful, pungent wit of Dartmouth's chronicle, and for pleasing print and dignified format we have yet to see its equal.

The primary purpose of "The Headlight" is to introduce its readers to a few books of the type usually associated with reading for diversion and recreation. It is a service akin to that of Wesleyan University Library's "About Books," and, we believe, equal in value and performance. Certainly such a service is needed on every college campus. It is surprising how few opportunities the college student has of finding out about good, general, non-technical books, excepting the "best-seller" class, of course, and if "The Headlight" did nothing more than bring these to his attention, it would be very much worth while.

It is a temptation of all library editors to add just one more title to their lists of recommended books, and this is especially true when a bulletin makes it appearance only five times a year. But in this respect the Headlighters show commendable restraint. Their book suggestions are divided into subject groups or units, and no unit includes more than seven recommendations—three is much more common. The brief descriptive book notes, thank Heaven, are conspicuously free from quotations, but are eminently quotable. Indeed, if reading the books recommended brings as much pleasure as the charming and exciting book notes have afforded us, we feel quite sure that "The Headlight" will have fulfilled its purpose.

The typography of the last issue represents an improvement over earlier issues but it still falls short of distinctive printing. Spacing of words and lines is not always

They Asked the Library

(Editor's Note: Scores of interesting, difficult-to-answer questions are addressed to the technology and reference departments of the Toledo Public Library every week. Finding the answers often develops such unusual information that we believe some of them deserve publication. Herewith is the first.)

WHY CAN'T a man dig through to China?

The obvious answer would be, it would cost too much. But obvious answers are too frequently misleading. After delving into the tomes of the Main Library, we find that if we were to start out, spade in hand, to drop in on the Chinese, we'd also have to wear asbestos zipper suits for, as we scratched through the dirt in our backyard, things would begin to warm up (not only ourselves, but the atmosphere in the pit we were sinking) until at the three-mile level we'd find that the temperature had gone up 250 degrees Fahrenheit, and we'd have only 3960.4 more miles to go to reach the earth's center—the halfway mark of our pilgrimage to the Orient!

H. G. Garbedian in his volume, *Major Mysteries of Science*, discusses some of the problems of penetrating the earth and tells why science is vitally interested in the matter.

SINCE cholera victims are tossed into the Ganges, why aren't there more cases of cholera farther down the river?

Is it the mystic quality of the sacred river? Not so, Dr. Edward Podolsky reveals in his book, *Medicine Marches On*. The Ganges has developed bacteria eaters even as does an aquarium on a smaller scale. The bacteria eaters destroy the germs in the bodies. Dr. Podolsky reports the scientific findings of Dr. d'Herelle who found that though cholera victims were tossed into the famous Indian river, there were fewer cases farther down the stream. The bacteriophage or bacteria eater was the cause of this diminution of cases it was found.

Other interesting medical discoveries narrated are the radio knife, radium bullets, medicines made from snakes and frogs and the use of sugar to cure seasickness.

UNUSUAL ANSWERS THRU BOOKS

A weekly department of the The Toledo Public Library in the Toledo "News-Bee."

even. The book titles between the subject captions and annotations seem crowded. The appearance of the bulletin would be greatly enhanced by a simple and inexpensive cover.

The title is a good one and it should not be difficult to work out a simple but appropriate design for the cover.

SIDELIGHTS—The Penn State College Library publishes "The Headlight" in an edition of 1500 and maintains a mailing list of about 1100. Mailing costs \$3.00 an issue, and five issues appear annually. Copies are distributed as follows: 900 to faculty, 65 to fraternities, and 135 to libraries and friends of the Penn State College Library. Additional copies are placed at the main circulation desk and the branch libraries for free distribution. The annual printing cost amounts to \$95.

In the News

With few exceptions newspaper book reviews are dull and shoddy. "A Half-Dozen Books" is one of the exceptions. This olla podrida of current book news is contributed weekly to the local town paper by the librarian and staff of the Penn State College Library. The book notes are deucedly clever. If you have time to fuss with books of the personal essay type you will enjoy *Redder Than the Rose*, which we spotted in the last "Half-Dozen Books." It contains a chapter on Alex the Pooh. In it the author waggishly observes that "listening to Mr. Woolcott on the radio is like being hit by a cream puff; you are uninjured but rather sickened." Worth an extra, don't you think?

* * *

The *New York Times* for October 20 carried an article on the proposed Princeton Library with a reproduction of the architect's drawing. The primary purpose of this new library is to provide a place for students and faculty to work together in those fields where books and library aids are the chief tools of study. What do you think of the idea? What does your President think? Are you planning a new library which will incorporate special functional features? How about it, Oregon? Antioch? Nebraska?

* * *

"He may become an adventurer, an explorer, an inventor, a musician and all just for the asking. He does not have to expend any money—all the passport he needs is to lift the latch of the big doors of the Warder Public Library." The foregoing, from a special article to the *Springfield Sun* (Nov. 1) is by way of preface to a splendid and appreciative account of the Vacation Reading Club program, organized by the Public Library of Springfield (Ohio) last June. The

ason is that the free press is

THE HEADLIGHT

ON

Books at Penn State

Volume 5 DECEMBER 1935 Number 2

This bulletin serves its purpose if it spreads abroad some knowledge of some of the worth while books which enter this library, if it serves as an invitation to come and find others. Not all of the best books are included. It is just a cross section.

Forward

NORTH TO THE ORIENT, by Anne Lindbergh

Anne Lindbergh has little girl eyes. She feels new experiences with the breathless excitement and fresh delight of little girls. She has a child's understanding and willingness to accept new acquaintances without questions. William H. Hudson would call her "a traveller in little things" and he would say that she enjoyed with a fervor that only the very young seem to have.

Besides a conviction that Anne Lindbergh is a charming, modest woman, with a keen mind and a deep interest in life, "North to the Orient" leaves a very definite impression that she writes beautiful prose. She has also a gentle, but alert sense of humor—witness her title of learning to operate a radio. And she has an unusual ability to describe places with the clearness and enthusiasm which must have characterized her first sight of them.

"I have a new interest in rivers now, in their beauty and importance in from-the-air scenery. I did not realize that they alone of the earth's physical features are at their best when seen from above." "Next to them, man's gleaming curved road"

NEWS OF GOOD BOOKS

Club proved so popular and instructive that its activities were continued after the opening of the school year. This is only one of the many "extra-curricular" activities in which the Warder Public Library is engaged. They all have a high capacity for securing favorable press notice.

* * *

The *Reserve Weekly Tribune* (December 10) lauds Hatch librarians for their "noble experiment" in providing smoking rooms and browsing collections where students may read and study to their heart's content. In case you do not know it, the Hatch building is the home of the undergraduate library of Western Reserve University. The idea, tho not new, is a good one. Ever since Shakespeare's time, books and reading have been associated with long stemmed pipes, comfortable surroundings, and temperate drinking. It is high time the bad old days were revived.

* * *

Newark's "Consumer's Exhibit" (*Wilson Bulletin*, Nov. '35) received very favorable mention in *The Nation* (December 18, '35) and in the *Readers' Digest* (Feb. '36) but was pretty much ignored by the press.* However, Mr. Russell Newcomb of the Newark Public Library recently informed us that the

(Continued on page 484)

free

the tender feelings of its

THE SCHOOL LIBRARIES SECTION'

By Louisa A. Ward

BOOK week exhibit at the Textile High School, New York City, of which Margaret Nellis the librarian says, "I don't believe we have ever had an exhibit before which proved so fascinating to the students," was of books that have recently come out in the movies. A dummy book, made of cardboard, was inserted in the center of each poster, and the stills grouped around it. The classics which were featured were *Treasure Island*, *Little Women*, *David Copperfield*, *Vanity Fair*, *Count of Monte Cristo*, *Les Misérables*, *Little Minister*, *Call of the Wild*, *Ruggles of Red Gap*, *Last Days of Pompeii*, and the *Three Musketeers*. (See picture on next page.)

We have always thought that student activities in a library were rather set, with little opportunity for variety. But from the various publicity material people have been sending along, we find we are all wrong. New Jersey is certainly doing something out of the ordinary. The student library assistants have a state wide organization—The New Jersey School Libraries Council—which held a meeting in Newark in January, according to Reada Siegler, librarian of the Weequahie High School. We can imagine such an organization would mean a great deal to our student assistants, and are wondering if a city-wide organization would not be stimulating to those who live in regions where the towns are too far away for state-wide organization.

Students often get out publications about school libraries and some of them seem awfully stale to the librarian who hopes they will seem fresh to the students. But we are convinced that bright ones can be published by some we have been receiving: notably a newspaper from Muskogee, Oklahoma, which was entirely devoted to school library news. And it was all interesting too, nothing forced, which speaks well for the varied activities instigated by the librarian. This paper was their book week project, and is a good example to those of us who have been satisfied

with a one-column story for our book week news. Then there is the *Manual Arts Daily* from Los Angeles (we wonder how it would feel to work in a school that could publish a *daily*!) with library news items, one being a story from the local branch librarian about the books the youngsters would probably like to read. And to mention just one more, the Senior High School Library Auxiliary of East Providence, Rhode Island, publishes a pamphlet called *Bookworms* that would delight any student's heart as a record of his library activities during the year, with short poems and book notes added.

Another item of interest in connection with student assistants is the mimeographed publication of the Minneapolis Public Schools called "A tentative course of study for pupils assisting in the school library," prepared by the Senior High School Librarians in 1935. It has three columns suggesting 1. the subject matter, 2 the experiences to aid learning, and 3. references. Sample test questions for each unit are attached. The units seem to be the standard ones, but the ones on Reading and Owning Books and Publicity seem especially worth while.

Mary Peacock Douglas, Advisor for School Libraries of the State Department of Public Instruction at Raleigh, North Carolina, also has sent out a plan for students assisting in the library which seems very workable. The new school librarian who works under Miss Douglas should consider herself lucky to get the monthly bulletins which give booklists and organization aids, in fact everything the beginner needs to know, and not only the beginner. We have found that one of the compensations for struggling with these notes for the *Wilson Bulletin* is that we get Miss Douglas' bulletins and others from other states that are helpful.

Martha C. Pritchard has made a summary of her study in the graduate library school of the University of Chicago of the comparison

' A monthly department about school libraries prepared for the *Wilson Bulletin* under the auspices of the School Libraries Section, American Library Association. All school librarians, whether or not they are members of the Section, are invited to utilize this department for the discussion of their problems. Notices should be sent to Louisa A. Ward, South High Library, Denver, Colorado.



BOOKS RECENTLY MADE INTO MOTION PICTURES

Students were fascinated by this display at Straubenmüller Textile High School, New York

of activities of school librarians and teachers as related to children's reading which will interest people who have to decide whether they want a teacher or librarian for some certain work, or both.

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Germantown High School (Philadelphia) has been sponsoring the manufacture of a set of Canterbury Pilgrims made in wood and hand-colored. The picture they sent is charming, but too small to reproduce. The cost is 75 cents for single figures, \$2.00 a pair for book ends, or \$20.50 for the entire set of 29 figures. They will rent the complete set for \$1.50 a week. So if you want to liven up the Chaucer study write to T. C. Blodgett, Germantown High School, Philadelphia and he'll send along the Knight or the Squire or even the Wife of Bath (or the other 26 figures) for your library.

❖ ❖ ❖

Because the A.L.A. will be in the Old Dominion in May, we found the list of officers of the School Libraries Section of the Virginia Education Association especially interesting. The new president is Reba Wartmen, of the Matthew Whaley School in Williamsburg; vice-president, Loreta Lybrook, of the Dumbarton Junior High School; and secretary-treasurer, Elinor Preston of Westhampton High School.

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Speaking of the A.L.A., Eleanor B. Church, librarian at the Asheville Farm School, Swannanoa, North Carolina responded to Miss Bacon's plea in the *Wilson Bulletin* for interest in the A.L.A. by asking that "we southern mountain high school librarians get together for discussion of our problems." She has listed her special problems, which the president is taking into consideration in making the program, among which are: "The reading habits of mountain boys. What is the library doing as a socializing influence? Reading habits of the faculty. How much should they be catered to when buying books? Do they read or don't they? Interlibrary loans. Serving the community. Have any schools attempted to aid in county service or sent out book trucks?"

But how can these or similar problems be discussed unless the school library section has money to run on? We really must have some cash in order to accomplish anything. To quote "Stray Library Leaves" from Columbia T.C. (who quoted somebody-or-other who quoted Thomas Green Fessenden's *Commonplace Book* (and not Ogden Nash)

"A deficit of Cash is
An obstacle to cutting dashes."

The Chairman of the membership committee, Miss Eleanor M. Dye, writes that she sent out 420 notices to members who had paid thru 1935, but not to those who had paid ahead.

So if you got a notice (or if you have not been a member and want to be) please send 50 cents to Miss Charlotte E. Smith, Harrison Technical High School, 2850 West 24th Street Blvd. Chicago, Illinois (or \$1.00 for two years)

Miss Mary R. Bacon, chairman of the section, sends these notices:

School Library Notes Concerning the Richmond Meeting

Private School Librarians' Breakfast

There will be an informal breakfast for private school librarians on May 14 (Thursday). To help the chairman select a place of meeting, those who expect to attend are asked to send in their reservations to Miss Vi Martin, 1829 Hanover Avenue, Richmond.

School Library Dinner

School librarians will hold their annual dinner on the evening of Friday, May 15. There will be an informal reception from 6:30 to 7 at which the Virginia school librarians will act as hostesses. A number of prominent authors are expected to be honor guests at the dinner. Reservations may be sent to Miss Jane E. Moss, librarian of Thomas Jefferson High School, Richmond.

Committee on the Training of School Librarians

A special committee has been formed to compile opinions concerning the training of school librarians, the report to be made at the business meeting of the section on Monday, May 11. Members of this committee are as follows:

Chairman, Martha Parks, State Director of School Libraries, Nashville, Tennessee

Harriet A. Wood, Minnesota Supervisor of School Libraries, St. Paul

Alice R. Brooks, Instructor, School of Library Science, Drexel Institute, Philadelphia

Ferne R. Hoover, Assistant Librarian, State Teachers College, Harrisonburg, Virginia

Hope L. Potter, Librarian, South Pasadena High School, South Pasadena, California

Scrapbook Committee

Chairman, Margaret Greer, Librarian of the Board of Education, Minneapolis
Mary Preston, Librarian of the Girls Commercial High School, New York City

Betty Goodwyn, Librarian of John Marshall High School, Richmond

First Come, First Served

THE Special Libraries Duplicate Exchange Committee offers the following items to any library which is willing to pay the cost of transportation, express collect, with the understanding that it is a case of "First come, first served." Promptness is essential. Requests should be addressed to Miss Rosamond Cruikshank, Chairman, Duplicate Exchange Committee, Hartford Public Library, Hartford, Conn.

Bachelor. Man for the ages.
Bermann. Mahdi of Allah. 1932
Benson. Our family affairs, 1867-1926
Boyd. Gasoline. 1925
Bradley. Quicksilver resources of California. 1918
Brady. Border fights & fighters 1913
Carlyle. French Revolution. 3v. 1869
Chassee. Management of personal income. 1927
Clemenceau. American reconstruction, 1865-1870. 1928
Dalseme. Beaumarchais, 1732-1799. 1929
Doremus. What to know about automobile insurance. 1928
Erskine. History of the Studebaker corporation. 1924
Fisher. Stock market crash and after. 1930
Fletcher. How to get the job you want. 1925
Foucault. Chateau at the front. 1931

Frank. Thunder & dawn. 1932
Froude. History of England from the fall of Wolsey to the death of Elizabeth. 2v.
Gail. 100 years of fire insurance. 1919
Garrison. Joseph Mazzini. 1872
Gerard. My four years in Germany. Grosset reprint.
Gerstenberg. Financial organization. 1924
Glass. Adventure in constructive finance. 1927
Halide Edib. Turkish ordeal. 1928
Henry. Printing. c1917
Hudders. Indexing & filing. 1919
Hughes. John Murray Forbes. 2v. 1899
Lape. Ways to peace. 1924
Langer. European alliances & alignments, 1871-1890
Kirschman. Principles of investment. 1924
Marie. Education of a princess 1931
Matthews. House & its care. c1926
Mitchell. Winged defense. 1925
Morse. John Quincy Adams. 1889
Nash. Economics of public utilities. 1925
Prouty. Appraisers & assessors manual. 1930
Ridpath. Life & work of James G. Blaine. 1893
Rogers. Industrial chemistry. 4th ed. 7p. mg.
Russell. John Paul Jones, man of action. 1927
Seymour. Intimate papers of Col. House. 2v. 1926
Sheridan. Mayfair to Moscow. 1921
Vandam. Undercurrents of the second 1895
Viviani. As we see it. 1923
Washburn. Life of John W. Weeks. 1928

A. L. A. NOTES

By Esther W. Warren

Federal Library Agency

AS these notes are being written, Forest B. Spaulding, as A. L. A. representative, has just returned from his second trip to Washington, D. C., where he has been attempting to secure reinstatement of the \$40,000 item for a federal library agency in the budget of the Office of Education.

At a hearing on January 8 Congressman Utterback, of Iowa, presented the need for such a library agency to the Subcommittee on the Interior Department Budget of the House Appropriations Committee. No action was taken, however, before presentation of the bill—still without the library agency item—to the House of Representatives on January 27.

Negotiations have been opened with the chairman and members of the Senate Subcommittee on the Department of the Interior Appropriation, in an attempt to secure reconsideration and inclusion of the library agency budget when the bill now pending in the House is referred to the Senate subcommittee. The interest of a majority of the members of this subcommittee has been expressed, but no binding promises made.

The history of the proposal for a federal library agency to the time when Mr. Spaulding left the Midwinter Conference to go to Washington was summarized in the January *Bulletin* of the A. L. A., pages 34 and 35.

If 1,000 Libraries Subscribe

Would you like to see an A. L. A. publicity service begun on a subscription basis in 1936-37 with the object of aiding public libraries to secure more understanding public support from their communities?

Such a service was discussed by the A. L. A. Publicity Committee at the Mid-winter Conference in Chicago, and tentative plans were worked out on the advice and with the assistance of Mr. H. W. Wilson, of The H. W. Wilson Company, a member of the committee.

Aids sent subscribers would include, according to preliminary plans, posters, ideas for monthly programs of publicity, exhibit suggestions, newspaper fillers, publicity leaflets and news of library publicity success-

fully carried out in various parts of the country.

Libraries would be invited to send sample copies of all their publicity to the A. L. A. Publicity Committee for consideration, and monthly prizes would be offered to librarians submitting the best ideas for the month as judged by members of the committee. Each month the head of the service and the Publicity Committee would decide what items presented would be most useful to the largest number of libraries. Major attention would be given to *publicity for understanding support*. The charge for the service would be \$12 a year (one dollar a month).

Are you interested in these proposals? How would you like to see them changed or developed so that the service would be of greater value to your library? Would you subscribe to the service as it is now planned? Would you subscribe if it offered other or additional aids? Will you send your ideas to Ida F. Wright, chairman, A. L. A. Publicity Committee, 520 North Michigan Avenue, Chicago?

If enough librarians are interested in the service, the Publicity Committee will probably have a booth at the Richmond conference of the A. L. A. in May where librarians planning to subscribe can look over sample material, discuss their needs with members of the committee, and offer suggestions as to how they think these needs can best be met.

Library Openings Reported to A.L.A.

The number of library positions which came to the attention of the Personnel Division at A. L. A. Headquarters in 1935 was greater than in any other year since 1930—being approximately 200 per cent higher than in 1932 or 1933 and about 100 per cent greater than in 1934. Openings were reported by forty states and the District Columbia.

If You Can't Be at Richmond

A coast-to-coast broadcast from Washington to the Friends of the Library luncheon will be a feature of Citizens' Day at the A. L. A. conference at Richmond next May.

The National Broadcasting Company has made available a half hour period for this event. Fifteen minutes will be devoted to Richmond speakers at the luncheon and fifteen minutes to the message from Washington.

Announcement of the broadcast is made at this time—altho speakers cannot be announced until later—to permit libraries to make plans to utilize the event to their own advantage.

A local Friends of the Library luncheon could be arranged with the speeches broadcast from Washington and Richmond as a feature of the program. Or a listening group could be invited to the library.

The Friends of the Library luncheon has for several years been the outstanding event of the A. L. A. conference designed especially for laymen.* Local citizens join with conference delegates in doing honor to those who have shown a friendly and cooperative effort to advance the cause of libraries.

The meeting this year promises to exceed in interest those of previous years and it is hoped that thru the broadcast it may serve to link citizens at home who believe in libraries with those at the conference who are meeting to express the same belief. Libraries which have under consideration the formation of Friends of the Library groups may also find in the broadcast an "occasion" which can be utilized as the initial meeting to launch the local organization.

There are still available copies of the mimeographed handbook, *Friends of the library groups*, for free distribution. A post card request to the Special Membership Division will secure a copy.

When Certification is Discussed

The Board of Education for Librarianship will endeavor to send a speaker or consultant on certification to state or regional library meetings where such assistance would be welcome. Inquiries should be directed to the board in care of A. L. A. Headquarters in Chicago.

For Trustees at Richmond

If a representative group of trustees from all parts of the country comes to Richmond, the sessions planned for Tuesday and Wednesday of conference week will have significant results. This opinion led the Executive Committee of the A. L. A. Trustees Section, at its midwinter meeting in Chicago, to express the hope that boards of directors of the larger libraries in the United States

and of smaller libraries reasonably near Richmond would provide enough money in the library budget to send at least one trustee delegate to Richmond.

Wednesday, May 13—designated as Citizens' Day—will be of particular interest to members of library boards, and trustees in attendance can do much to make the day a success for citizens less closely in touch with library affairs.

A special registration and consultation desk for trustees and citizens is planned, to enable trustees to meet easily in informal conference where, better than in the usual meeting hall, problems of common interest can be discussed, and questions pertinent to some libraries can be answered by trustees from other libraries where similar difficulties have already been met and solved.

Training Below Library School Level

Training below library school level is the subject to be studied by a joint committee of the Professional Training Section and the Board of Education for Librarianship which was appointed recently.

For Discussion of Mutual Interests

Librarians of boards of education and of teachers' rooms in public libraries, who met for the first time during the Mid-winter Conference, will continue the discussion of their mutual problems at Richmond. Publicity, the care of supplementary textbook material, curriculum making, the relation of the library to the various departments of the board of education, and recommendation of a plan for curriculum exchange between board of education libraries, are among topics already suggested. If you are interested, get in touch with Mrs. Dilla W. MacBean, Board of Education Library, 228 N. LaSalle Street, Chicago, who is making arrangements for an informal luncheon meeting.

Matters of common interest to archivists and librarians were discussed by a group which likewise met for the first time at midwinter, under the chairmanship of Louis J. Bailey of the Queens Borough Public Library.

Teacher-Librarian Training Agencies

The Board of Education for Librarianship has voted not to accredit teacher-librarian training agencies under the Minimum Requirements for Teacher-Librarian Training Agencies, but will continue to use the requirements for advisory assistance requested by the agencies.

* See "Friends of the Library Meet," A. L. A. Bulletin, July 1935.

The Mail Bag

[EDITOR'S NOTE: The correspondence columns of the *Wilson Bulletin* are open to all our readers for debate and comment. The Editor is not responsible for opinions expressed in these columns.]

Common Sense, Liberalism, and Library Planning

To the Editor:

Libraries are under pressure from all sides to limit book selection to titles favored by the majority. While it is the average person who builds and supports the libraries and whose money pays our salaries, and while it is to that average group that most of us belong, I believe most librarians want books, too, for those people who are queer. People whose ideas of religion, politics, and the humanities differ radically from those of their neighbors rarely have the money to buy books themselves, and yet, to be truly PUBLIC, a library must supply them as well as the more normal person. Librarians who see and want to emphasize one side of a subject instead of several, should have been preachers or teachers, instead of entering a profession which, by its nature, should serve all people equally well.

Unfortunately, the average person is sure he or she is right, and if it is advertised that someone of opposite opinions is getting material from the library, it is obviously false and harmful information, and the library is at fault. The safest method of being liberal, and the one which will last the longest, is to be liberal without being self-conscious about it, and without calling attention to it—to get books people want, as long as the money holds out, and if there is objection, to take them out again, rather than risk general criticism. The opinion of the average person certainly deserves consideration, and because there are more of them they deserve more consideration than minority groups, not as a matter of expediency, but because it is *right*, in a public institution.

"Planning" for public libraries is likely to be as great a waste of time, as making a budget for a year ahead. One is already compulsory, by law; it will be unfortunate if the other becomes compulsory by ethics. Learning the cost of needed equipment, which will be a different price later; planning a coal supply on a weather forecast of the next year; setting salary schedules with no cer-

tainty of the personnel, or library needs; is pretty futile at best, and to spend the necessary time doing it, in the certain-to-be-disappointed-hope that the money will be available, falls into the category of day-dreaming about running a hotel, while the breakfast dishes remain unwashed in the kitchenette.

If we could only reach a very old ideal: "More books for more people"; if we could eliminate the extravagance of purchases for show, instead of use; if we could restrict our personnel to those who would try to give people what they want; if we could not only make books available, but induce readers to regard them as things of value, and thru them, increase in understanding of other people, appreciation of beauty, and knowledge of our universe, we could let the planning of ways and means and the *detail* of accomplishment settle themselves daily.

Once I took a course in salesmanship, which was quite inspiring, only I couldn't sell any better afterwards, and the teacher could not sell very well either. By trying to please my own customers, watching a capable clerk handle a difficult sale, and being waited on myself, I could learn more about salesmanship than I could ever be taught. Let the person who would plan library service go out each morning and *give* that service, while the idea is fresh and enthusiasm high—and give it personally, which does not mean instructing co-workers, assistants, and employees. Giving a good book to some one who wants it is of more practical value than talking about books to other people who just want to talk about books, altho it does not seem to be as well paid a part of the profession and the people who do it are not so smug about the importance of their job.

MARY ELIZABETH JOHNSON, *Librarian*
Carnegie Public Library
Washington Court House, Ohio

Censorship in Montana

To the Editor:

The recent note in the *Wilson Bulletin* on library censorship is not merely academic. Its significance is immediate and vital. During the World War we were accustomed to seeing flagrant exclusion of dissenting books from our libraries. In recent months we have seen the exclusion of books by Sinclair Lewis and Heywood Brown from school libraries in New York (and their restoration to the shelves after protests from prominent people and from

the rank and file). Possibly the librarian will very soon be asked to fulfill Ortega y Gasset's definition of him as a censor, a filter between book stocks and reading public. At any rate, it remained for the State University of Montana to offer the outstanding post-war auto da fe.

Vardis Fisher, the talented young novelist, once taught at the State University of Montana; but he didn't last long because of his progressive ideas and his frankness. Recently a disgruntled, ousted instructor made charges of moral laxity against the University and claimed that a contributory factor to this "delinquency" was the circulation by the University Library of such "immoral" books as Fisher's *Passions Spin the Plot*.

When the State Board of Higher Education heard these charges, it immediately passed a resolution excluding this book "and all books of a similar nature" from the libraries of the higher institutions.

The bonfires are not yet burning in the public squares, but most clearly the entering wedge of pro-fascist tendencies has been driven deep. The exclusion of "all books of a similar nature" is no mere academic question. It is an earnest of imminent attempts on a wider scale to throttle academic freedom and library and literary progress; its indefiniteness constitutes a deliberate provision for unlimited expansion of dangerous censorship tendencies.

Librarians can stop such tendencies that are destructive of their profession—if they will. To do it, they must act on concrete cases. Send resolutions and expressions of disapproval of such censorship to President George F. Simmons, State University of Montana, Missoula, Montana.

JOHN HENDERSON

Attention Staff Associations!

To the Editor:

The Staff Association of the Montclair Library is very anxious to have its representative at the Richmond Conference meet representatives of other such groups. We are sending to as many staff associations as we have been able to locate a copy of the annual report of our organization. We are asking these groups to get in touch with us if they are interested in meeting formally or informally in Richmond.

Will others who are considering staff organization problems write to us if they too would like to join us?

HELEN T. ZIEGLER, *President*
Staff Association
Montclair Public Library

The Roving Eye

(Continued from page 471)

protective mantle of wish-fulfilling sanctity and superiority.

I maintain that regardless of what readjustments we are willing to make in the mechanism of our own world of librarianship, no matter what we do to keep the internal relations of our machine in working order, no permanent, no real, no lasting results will be attained, if we continue to be boxed, banded, and booted about on the waves of a social organism which remains arbitrary, unsteady, uncertain, capricious, and unpredictable.

If my thesis is true—that only upon the remodeling of our social structure on a more equitable, logical, and just basis can we establish the successful readjustment of our own world of librarianship—then why should we not bend all our efforts towards bringing about a better state of society. Why not indeed! Only cowardliness, lack of vision, and a sense of despair!

To paraphrase a remark of a well known educator—*A new librarianship needs a new world*. A strong, national, democratic union of librarians is a necessary requisite for the attainment of both these ends.

S RICHARD GIOVINE
New York Public Library

I am sorry that I do not have space this month for an extended reply to Mr. Giovine's fertile commentary on the library scene. Others, I hope, will take up the discussion in later issues. As for myself and the L.L.L., I can say definitely that we do have convictions, which we have expressed, and that we have no hesitancy about "taking sides." Our side, for example, is in opposition to such fatuous and restrictive legislation as the Tydings-McCormack Bill, the Kramer Bill, and teachers' oath laws. If it is right to oppose, and to stimulate resistance against fascistic restraints on our democratic liberties; if it is right, by exhortation and example, to arouse librarians from the sleep of their social consciousness, we require no further justification. Can we accomplish anything? I do not know, altho perhaps we have accomplished a little already. At least we have been heard. It is unreasonable to attack the L.L.L. for its failure to be a union or guild—we have never presumed to be anything of the kind. As well assail the American Civil Liberties Union for not organizing the automobile workers. That simply isn't its function. The excellence of the bell or the whistle cannot be gauged by the same standards applied to test the worth of a hammer. As for getting our feet wet—well, it is something to have been in the water. S. J. K.



The Month at Random



Volume 10

Number 7

WILSON BULLETIN FOR LIBRARIANS

March 1936

WE shall leave it to the ladies to answer Stewart W. Smith's charge in this issue that they tend to regard librarianship as merely a stepping-stone to matrimony and are consequently indifferent about "improving economic conditions or advancing the profession generally." We cannot refrain from observing, however, that in England, where the profession is dominated by men, wages are equally atrocious. We should have thought, too, that the financial stress and uncertainty of the era would have induced even the most domestic-minded of creatures to apply themselves seriously to their jobs, even after marriage. Few young middle-class husbands have been earning enough to support a household in very elegant fashion.

The conversations in our pages last month between the Misses Thistlethwaite and Wycoff took up, in passing, this moot problem of the sexes, but from a different angle. Miss Wycoff, who teaches at Bryn Mawr, remarked to her librarian friend:

"I wonder whether library work is badly paid because it started as a woman's profession, or whether it has remained a woman's profession because it is badly paid. I'm afraid women aren't much good at looking after themselves in that way. Perhaps they really are more idealistic than men. But if you librarians could really establish your profession as a first-rate one, it would help along the cause of all professional women... If you aren't quick about it, as soon as you've demonstrated the possibilities of the thing, the men will come in and take the best positions away from you."

Miss Thistlethwaite "I'm afraid that's beginning to happen already."

Miss Wycoff: "Oh, well, I suppose it doesn't matter. Men and women must work things out together, if there's to be any real equality ever. Your profession is there, for men or women who can make the most of its opportunities"

A war between the sexes would surely be an unfortunate, if not disastrous, deflection of energy for librarians. The way to be strong is to unite; the way to achieve is to act. It is idle to suppose that society will concede anything to librarians until librarians can agree on what they want and determine to fight together for the realization of their common needs and aspirations.

In connection with the symposium in this issue on the advisability of library planks in state platforms, we recommend a reading of the article on "State Aid for Libraries," by Judson T. Jennings, in the *Bulletin of the American Library Association* for February 1936. (Available also as a reprint from A.L.A.)

A discussion meeting on state aid at the Midwinter Conference of the A.L.A. came to an informal agreement that state grants are not only desirable but actually essential in view of the shrinkage of local revenues, and that the time had come for action in preparation for meetings of state legislatures. The Council of the A.L.A., on December 31, 1935, reaffirmed its interest in state aid for libraries, with the statement that "increased demands for library service, coupled with reduced library appropriations and the shifting of revenues from local units to states, emphasize the need for financial help from other than local sources."

We should welcome discussion of the matter and reports on activities from individuals and state library associations.

We have heard that when sub-zero weather and a raging blizzard attacked one mid-western city, the public library rose valiantly to the occasion by putting on a pro-

gram of motion pictures and inviting all who were cold and homeless to attend free of charge.

"Tiny books for their own tiny library are being written by children in Bournemouth, England," reports the *Christian Science Monitor*. The children are members of a Book Club that was started several years ago in Bournemouth by May Fenwick. First drafts of the stories are criticized by the group under the direction of Miss Fenwick. After revision, a manuscript is submitted for a second time and, if the members are thoroly satisfied with it, it is accepted and "published." Miss Fenwick does the "publishing" by typing the story on strong sheets of paper and binding with linen-covered cardboard. She hopes that ultimately the children will do this themselves. "We often wish that other children from different parts of the world would join us in writing stories," Miss Fenwick said. "What an interesting selection our Book Club would have then!"

Short wave broadcasting has invaded the field of adult education. The function of Station WIXAL, "Dedicated to Enlightenment," is akin to that of the library—elevating the cultural standard of the people. The fields covered in its broadcasts include world affairs, literature, languages, sciences, art, music, peace. The hours are 7 to 9 p.m. EST. on Tuesdays and Thursdays, and 5 to 7 p.m. on Sundays, on a frequency of 604 Mc. This station accepts no advertising programs. Librarians may secure copies of the current monthly program schedule and descriptive leaflets for free distribution by addressing World Wide Broadcasting Foundation, University Club, Boston, Mass.

The January-February number of the *Horn Book*, which marks the beginning of its twelfth year of publication under the editorship of Bertha Mahony and Elnor Whitney, contains some especially entertaining and valuable material, including an article on "Color Printing in Books for Children," by Grace W. Allen; "Elizabeth Coatsworth: Poet and Writer," by Louise Seaman Bechtel; "Ruth Sawyer, Story-Teller," by Anne Carroll Moore; and original contributions by Miss Coatsworth and Miss Sawyer. The *Horn Book*, devoted to books and reading for young people, is published by The Bookshop for Boys and Girls, 270 Boylston St. Boston, Mass.

A new children's magazine that has had an auspicious beginning is *Story Parade*, which aims to present the very best con-

temporary writing for boys and girls. Members of the teaching staff of New York University assisted in planning the magazine, which is "in no way a commercial enterprise," its object being "the wide distribution of good literature for children in an attractive form and at a low price." The list of contributors is a veritable Who's Who of juvenile authors.

The Houston Library Club, composed of all librarians and assistants of Houston and Harris County, Texas, was organized on November 7, 1935, for the purpose of making plans for the Southwestern Library Association meeting to be held in Houston on October 21 to 24, 1936, and for social purposes.

Miss Julia Ideson, librarian of the Houston Public Library, was elected president of the club. Other officers, appointed or elected, were as follows. Miss Sarah Lane of the Rice Institute, secretary; and a committee on committees composed of John Rodell of the Houston Public Library, chairman and Miss Elnora Edgar of the Harris County Public Library, Miss Portia Owings of Sam Houston High School, Miss Irene Chadwick of Goose Creek High School, and Miss Alice Dean of the Rice Institute.

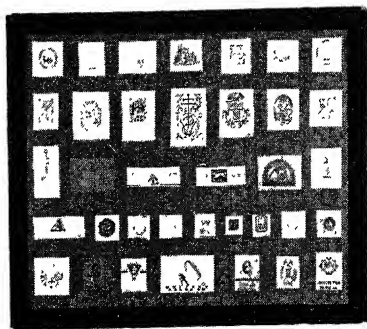
A social meeting was held in December and committees were appointed to begin plans for the Southwestern meeting.

There were thirty-five librarians present at the initial meeting.

Good Reading, the reading list for college students and adults prepared by the College Reading Committee of the National Council of Teachers of English, is available in a new and revised edition. The list, edited by 36 college professors, includes over 1500 books worth knowing from Homer to Pearl Buck, each briefly described and classified by period and type. Copies may be ordered from the National Council of the Teachers of English, 211 West 68 Street, Chicago, at 20 cents each, \$1.80 a dozen.

Research workers and librarians interested in subjects pertaining to chemistry will find very useful a union list of journals, proceedings, annuals and other serials compiled from the holdings of 49 chemical libraries by Mrs. Hester A. Wetmore, 214 St. Paul street, Westfield, N.J.

The work was undertaken as a project of the Chemistry section, Science-Technology Group, Special Libraries Association, and copies may be obtained from Mrs. Wetmore for \$1 while the supply lasts.



A COLLECTION OF COLOPHONS

Charles Baldwin White of Summit, N. J. is a colophon-collector and would like to extend the popularity of his hobby, so that "it would behoove the publishers to adopt a good mark, or dress up their old one; and then to feature good reproductions of it in their advertising, now and then, for the benefit of collectors."

"As manager of the local hobby-show," continues Mr. White, "it was my privilege to discover a fine collection of colophons, or, more correctly, printer's marks. The frame illustrated here shows a group that were arranged for the show, but the owner also collects the marks of the larger book dealers, and of printing concerns. With the exception of a few letterheads, all his specimens were clipped from magazines and book-jackets, or from books discarded by the library."

"The hobby is inexpensive and worthwhile. Each colophon has been carefully worked out and designed, usually with a profundity of symbolism, to represent to the public the ideals and standards of a large publishing house. The designing and copyrighting may cost the company a lot, but a well established colophon is worth thousands of dollars to its owner! Every one of them merits close study, and many open interesting paths for historical or symbolical research."

The Katharine L. Sharp scholarship for graduate (i.e. second year) students in library science at the University of Illinois Library School will be awarded again this year. The holder receives \$300 and is exempt from the payment of University fees, except for the matriculation (\$10) and diploma (\$10) fees.

The scholarship has been endowed by the University of Illinois Library School Association. Applications on blanks secured from the School will be received until April 1, 1936. The award will be made about May 1 for the academic year beginning September 1936.

Wanted—by small college library, sixty-tray catalog case in good condition. Address "Salisbury," c/o *Wilson Bulletin*.

In his inaugural address before the Manchester Conference of the British Library Association, which we reported in our November 1935 issue, Dr. Harold J. Laski mentioned the value of public lectures in advertising the library and making its resources known. The Library Forum of the John Toman Branch of the Chicago Public Library, as reported in this issue, seems to us admirably designed for this purpose. Such a series of talks and free and open discussions of living questions can enrich the mental life of a community and focus attention on the public library as a cultural center.

Bertha L. Gunterman, editor of the Children's Book Department of Longmans, Green & Co., announces that contracts have been signed for a *Pageant of Japanese History* by Marion M. Dilts and a *Pageant of Indian History* by Gertrude Emerson Sen to be prepared as companion volumes to *Pageant of Chinese History* (1934) by Elizabeth Seeger.

Miss Gunterman will be glad to receive manuscripts of this type, for books of "universal" appeal.

The Crow's Nest

(Continued from page 474)

Paramount News Reel people took shots of the exhibit at the Clinton Branch. Has your library figured in the News Reel? There should be enough human interest material in the community services of libraries to provide one news reel shot a week. It would probably have to be handled thru one central agency such as the A.L.A.

Bookmaking at Oxford



A 35 millimeter film (also in 16mm), illustrating the various processes of bookmaking and featuring important places, personalities, and events in the history of Oxford and the Oxford Press, may be secured upon request from the Oxford

Press (114 Fifth Avenue, N. Y.) We saw the film when Robert L. Straker showed it at the University of Illinois Library and thought it very impressive and instructive. The giant presses were quite awe-inspiring, partly, we suppose, because we have never expected to find modern factory-like equipment in a printing plant established when printing was still a handicraft.

We believe the film will be popular with all types of audiences.



THE LIGHTHOUSE



Library Literature 1933-1935

AS has been announced, this supplement to *Library Literature*, 1921-1932 is now in preparation. Every effort is being made to publish it as soon as possible and it is now hoped that the copy will be ready for the printers in May, in which case the volume should be published during the summer or early fall of 1936.

The scope of this 1933-1935 volume has been enlarged to include representative library periodicals and publications in foreign languages. Work on most of these foreign publications will be done in this country. However, it is our good fortune to have the Russian and Chinese done in their respective countries, the Russian in Moscow and the Chinese in Peiping at the National University. A good proportion of the entries so far received from Russia have to do with the question of "corporate entry." Catalogers will be interested in the following annotation for an article which appeared in *Sovetskaiia Bibliografiia* in 1935:

"The experiment of the State Public Library at Odessa, where two author and title catalogs for exactly the same books, but one with corporate entries and the other without, were alternately used by untrained library assistants. The location of every book after the receipt of the reader's call slip was controlled by chronometry. Many diagrams show that the location of an exact title was slower in the catalog with corporate entries than in the other, but that for inexact titles given by the reader, it was the contrary"

The principal new feature is the use of annotations under subject entries. As a rule, a short descriptive note is given for articles in periodicals of wide circulation. For the periodicals of more limited circulation, particularly for those issued abroad, the annotation consists of a digest of the main points of the articles. It is hoped that the annotations will prove of value, especially to librarians who may not have direct access to the periodicals.

When work was first started on this 1933-1935 volume, it was thought that author entries might be dispensed with, but the consensus of opinion, resulting from a questionnaire on the subject, proved that such entries were much desired. Consequently, author entries are being included, but the notes appear under subject entries only.

The 1933-1935 volume will be supplemented by annual issues, which will cumulate at periods from five to eight years. A 1936 annual volume will be prepared and published as soon as time permits after finishing the present volume.

Wilson Book Notes

Bibliographies of Twelve Victorian Authors. Comp by Theodore G. Ehrsam and Robert H. Deily, under the direction of Robert M. Smith, Ph.D. 362p. \$4. postpaid. Just published.

These twelve bibliographies of Victorian authors cover bibliographical, biographical and critical articles, pamphlets, essays and books, in English and in foreign languages employing the Latin alphabet. More than two hundred sources from American, English and European libraries and reference lists have been consulted; also, one hundred and fifty college libraries in the United States and Canada have been solicited, or personally visited.

Unpublished masters' theses and doctoral dissertations have been included because, altho many of them are not original contributions, they reveal what studies of these authors have already been made. Newspaper articles and casual references in books and periodicals have been omitted. Otherwise, these bibliographies have been made as complete as possible, and it is hoped that they will provide all the material that the student, the scholar, the book collector, the librarian, and the general reader will require. The twelve authors are:

Matthew Arnold
Elizabeth Barrett Browning
Arthur Hugh Clough
Edward Fitzgerald
Thomas Hardy
Rudyard Kipling
William Morris
Christina Georgina Rossetti
Dante Gabriel Rossetti
Robert Louis Stevenson
Algernon Charles Swinburne
Alfred, Lord Tennyson

Material under each author is arranged in three main divisions: 1) Chronological outline of the author's chief works, in order

of publication; 2) Bibliographical material; and 3) Biographical and critical material. Reviews of each author's works are arranged following the titles under the name of the author.

BIBLIO, MONTHLY CATALOG OF BOOKS IN THE FRENCH LANGUAGE

Following completion of the twelve monthly issues, the publishers are now engaged in preparing for early publication the annual cumulation for 1935. They announce also a new plan of publication whereby a year's subscription will include, in addition to the monthly issues for the current year, the annual cumulation for the preceding year. Thus, subscription for 1936 will include the annual volume, in paper, for 1935 as well as monthly issues for 1936, the subscription rate to be \$6 postpaid. There is an additional charge for binding the annual, of 60c for the binding and 60c for delivery. To non-subscribers wishing to purchase the annual volumes for 1934 and 1935 alone, the price is \$4 a volume, plus \$1.20 for binding and delivery, if bound copies are wanted.

Books in Press

CHILDREN'S SONG INDEX. By Helen G. Cushing, comp.

UNEMPLOYMENT RELIEF DOCUMENTS: GUIDE TO PUBLICATIONS AND RELEASES OF THE FERA AND THE FORTY-EIGHT STATE RELIEF AGENCIES. By Jerome K. Wilcox.

INDEX TO SHORT STORIES: Second Supplement. By Ina T. Firkins.

LITERARY CHARACTERS DRAWN FROM LIFE. By Earle Walbridge.

THE NEUTRALITY POLICY OF THE UNITED STATES. By Julia E. Johnsen (Reference Shelf)

OCCUPATIONS AND VOCATIONAL GUIDANCE: A SOURCE LIST OF PAMPHLET MATERIAL. By Wilma Bennett. 2d ed. rev.

STYLEBOOK OF THE H. W. WILSON COMPANY PUBLICATIONS. rev. ed.

What Others Say

PUBLICITY FOR PUBLIC LIBRARIES. By Gilbert O. Ward. 2d ed. rev. illus. \$2.40.

"If anything better or more comprehensive on the practical art of preparing library publicity has been written, it has escaped our notice."—Guy R. Lyle, in *"The Crow's Nest," Wilson Bulletin*

"Mr. Ward has done well to bring his book thoroughly up to date. . . . There is much information which should be useful in this country."—*Library World*

"Since 1924, Ward's book has been a reliable, practical guide to librarians who are responsible for developing favorable public relations. This new edition is recommended to all libraries even though they have the original edition."—Ralph Munn, in *Library Journal*



JUNIOR BOOK POSTER

Displayed at Cornith (N.Y.) Free Library. Available on request from H. W. Wilson Co. Write to us also about mounted ms. displays described on this page.

GUIDE TO SPORTS AND OUTDOOR RECREATIONS: A SELECTED LIST OF BOOKS 1918-1934. 77p. pa. 75c.

"Fully and carefully annotated."—*Bulletin of Bibliography*

"A valuable buying guide and reference tool."—*A.L.A. Booklist*

"Will be useful to all who are carrying on studies in the recreational field."—*The Camping Magazine*

"Contains a wealth of information for all who are interested in outdoor books."—*The Outdoorsman's Book Shelf*, in *Ann Arbor, Mich. News*

Ask for These Displays

Mounted displays calling attention to the material to be found in *The Junior Book of Authors* are available for loan on request. These have been made up especially for this purpose, and contain photographs, and original manuscript pages of the following authors (one poster for each): Maud and Miska Petersham, Berta and Elmer Hader, Ingri and Edgar Parin d'Aulaire, Arthur Rackham, Caroline Dale Snedeker, and Leslie Brooke. Not more than one display can be loaned to a library—first come, first served.

The Book Preview

— for March 1936 —

A Classified, Selected List of Current and Forthcoming Books

The purpose of the Preview is to give publishers a convenient and efficient means of presenting to the library world advance information regarding forthcoming books.

The publishers select the books which they recommend for library use, supply the descriptive notes and also cooperate by paying the cost of this section of the Bulletin.

The staff of The H. W. Wilson Company is responsible for the classification and for editing of the descriptive notes.

000 GENERAL WORKS

GARST, ROBERT EDWARD and BERNSTEIN, THEODORE MENLINE. Headlines and deadlines; a manual for copyeditors. 217p \$2.75 Columbia univ. press (Ready)

070 Newspapers Journalism—Handbooks, manuals, etc

The authors set before practicing and aspiring newspaper men the best standards of the metropolitan press. Here is a complete explanation of the technique of copy editing by two members of the staff of the *N. Y. Times*. Helpful features are a list of abused words, a headline vocabulary of related words, and a glossary of newspaper terms. (See STC)

100 PHILOSOPHY

WAR tomorrow; will we keep out?; ed. by R. A. Goslin. (Headline bks.) 38p il pa 25c, bds. 35c Foreign policy assn. (Ready)

173.4 War. Peace. European war, 1914-1918

Part of this pamphlet is devoted to the story of the entry of the United States into the World war. This is told to show that the United States will probably get into the next war unless we adopt a definite policy that will correct the mistakes then made, and unless we join with other nations in a determined effort to eliminate the causes of war.

200 RELIGION

JAMES, FATHER. See O'Mahony, James E.

MAHONEY, F. J. Branches of the vine. Bruce pub. (May)

240 Devotional exercises

Presents a practical method of applying the principles of the liturgical movement in religious life by a monthly program that follows the liturgical year. The first part of the book gives an exposition of the doctrine of the liturgical movement and its place in religious life, with an explanation of the reason why it has not been outstanding in religious life until recent years. The second part of the volume presents a practical program for each month, whereby the religious may embody the doctrines of the liturgy in his daily life with greater conviction and purpose.

McASTOCKER, DAVID PLANTE. Joy of sorrow. Bruce pub. (April)

242 Joy and sorrow

A study of pain and sorrow and of the factors which bring joy in pain and sorrow. Divided into two books: book one, called *Via Theoretica* considers misfortune in an abstract light, seeing in all adversity the hand of God working for the good of mankind and

showing that some measure of suffering is necessary for the upbuilding of the perfect man; book two, called *Via Practica*, examines certain particular adversities in the light of various phases of Christ's passion. The author's suggestions for meeting the challenge of suffering offer encouragement and direction to all.

O'MAHONY, JAMES E. Preface to life, by Father James. Bruce pub. (April)

243 Christian life

An essay in popular philosophy that lays the principles upon which a complete Christian philosophy of life can be built. In thirteen chapters the author shows the relation of philosophy to life, its solace, the place of God in philosophy, and the value of life. Carefully written, it appeals to the imagination as well as to the mind, to the plain man as well as to the intellectual.

300 SOCIAL SCIENCES

DAVIS, MAXINE. Lost generation. 318p il \$3 Macmillan (March 3)

309.1 U.S.—Social conditions. Youth

What is happening to the hosts of American youth who seem to be uneeded and unwanted today, and what is the portent of the situation? *The Lost Generation* is a reporter's story of what she saw and heard in a journey that lasted three months and covered 10,033 miles. It tells of the lives of many of the young men and women she met. It endeavors to assay their characteristics, their ambitions, their hopes, and their efforts to achieve them. And finally, it attempts to present some practical suggestions, based on these observations.

DICTATORSHIP; ed. by R. A. Goslin. (Headline bks.) 38p il pa 25c, bds. 35c Foreign policy assn. (Ready)

321 Dictators. U.S.—Politics and government

Here we see the spread of dictatorship in Europe and understand the conditions which gave rise to fascism or communism. These facts are related to situations in the United States today. Will war, communism or fascism be the answer to our problems?

STONE, WILLIAM T. Peace in party platforms. (Headline bks.) 38p il pa 25c, bds 35c Foreign policy assn. (March)

327.73 U.S.—Foreign relations

If democracy is to function, voters must recognize the real issues in the relations of the United States to the nations of the world. This book analyzes our policies toward Europe, South America and the Far East, which bring peace or war.

The Book Preview

NICHOLS, EGBERT RAY. Congress or the Supreme court. 476p \$2 Noble & Noble (Ready)

323.3 U.S.—Congress—Powers and duties U.S.—Supreme court

Debaters' help book, containing information on the proposition—Resolved: that Congress should have the power to over-ride by a two-thirds majority vote decisions of the Supreme court declaring laws passed by Congress unconstitutional.

JONES, CHESTER LLOYD. Caribbean since 1900. 511p \$5 Prentice-Hall (Ready)

330.972 Spanish America—Economic conditions. Spanish America—Industries. Spanish America—Commerce. Caribbean sea—Commerce Spanish America—Social conditions. Finance—Spanish America

A comprehensive review of the whole Caribbean era, dealing with the problems of the region from their political, social, and economic aspects. The possibilities and limitations of national and international policy as established by these factors are fully recognized. (See STC for other books by this author)

NEUTRALITY; its history, economics and law. Volumes 2-4 339p, 267p, 235p 2-3 ea \$3.75; v4 \$2.75 Columbia univ. press (Ready)

341.3 Neutrality

The first volume of this definitive study of neutrality by P. C. Jessup and Francis Deak appeared in 1935. Contents of the concluding volumes. volume 2, The Napoleonic period, by W. A. Phillips and A. H. Reede; volume 3, The World war period, by E. G. Turlington; volume 4, Today and tomorrow, by P. C. Jessup. Prepared under the auspices of the Columbia university Council for research in the social sciences.

MAY, LUKE S. Crime's nemesis. 252p \$2 Macmillan (March 24)

364 Crime and criminals

In this book, a criminologist gives a vivid picture of the battle of science against crime—recounting many cases he himself has helped to solve. The stories which he tells are true—actual crimes that were once mysteries. There is the case in which one match was the clue that unravelled a baffling crime; the story of a needle, fallen from a fir tree, that was a link in a chain of circumstances which led a man to the gallows; how a few eyebrow hairs found on a piece of stove wood proved that a killing had not been accidental and many other exciting incidents. (See Hunting list)

RAUP, ROBERT BRUCE. Education and organized interests in America. 256p il \$2.50 Putnam (Ready)

370.973 Education—U.S. Propaganda, American

A study of the attempts by special, organized groups in the United States to infect the minds of school children and college students with various kinds of propaganda. According to Charles A. Beard this investigation will appeal to "all persons interested in the social forces that play upon schools and education."

BROENING, ANGELA. Reading for skill. 400p \$1 Noble & Noble (Ready)

371.3 Reading. Study, Method of

A new book in remedial reading and library skills for students of the junior high school level. Contains an abundance of diagnostic tests and practice exercises

COLUMBIA UNIVERSITY. COMMITTEE ON GENERAL CATALOGUE. Columbia university officers and alumni, 1754-1857; comp. for the Committee by M. H. Thomas. 431p il \$3 Columbia univ. press (March 24)

378 Columbia university—Registers

The story of the first century of Columbia university is told not by history but by a record of graduates, nongraduates, officers and

instructors of the period. Brief biographical notes about alumni have been included.

MADE IN U.S.A.; ed. by R. A. Goslin. (Head-line bks.) 38p il pa 25c, bds. 35c Foreign policy assn. (Ready)

380 Commerce—U.S. U.S.—Commercial policy

A study of the problem of American trade from many angles, showing that it is not a simple matter of "buying American" or of lowering tariffs. The choice, this pamphlet points out, lies between economic nationalism and isolation, or internationalism and increasing foreign trade.

BUSSING, IRVIN. Public utility regulation and the so-called sliding scale. (Studies in history, economics and public law, no. 415) 174p \$2.75 Columbia univ. press (March 4)

380.16 Public utilities—Rates

The sliding scale is one of the most talked of plans of utility rate-making today. Here is a thorough study of it by one who has been consultant to several utility commissions.

500 SCIENCE

WESTAWAY, FREDERIC WILLIAM. Endless quest. 1080p il \$5 Hillman-Curl, inc. (Ready)

509 Science—History

A complete history of science beginning with the ancient world and ending with the modern scientific theories that are identified with the names of Einstein, Eddington, Jeans and Levy.

WILLIAMSON, JOHN ERNEST. Twenty years under the sea. 320p \$2.50 Hale (March 16)

551.4 Ocean

Adventurous reminiscences of the originator of undersea motion pictures revealing the excitement, the difficulties and the actual dangers of life in the depths, with 55 full pages of photographs, ranging in subject matter from actual shark fights to breath-taking undersea panoramas, reflecting the beauty and hazards which lie at the bottom of the ocean.

600 USEFUL ARTS

NEWCOMER, MARIAN STAATS. Bewildered patient. 326p plus 16 pages \$1.75 Hale (March 16)

610 Medicine, Popular

Practical information about doctors and medicine, sickness and health written by a physician who has had wide experience with every medical problem in the home. Introduction by Henry S. Patterson, M. D., Medical director, St. Luke's Hospital, N. Y. (See Hunting list)

CROSBY, EVERETT UBERTO; FISKE, HENRY ANTHONY, and FOSTER, HANS WALTER. Handbook of fire protection. 1154p il \$4.50 National fire protection assn., 60 Batterymarch St., Boston (Ready)

614.84 Fire prevention. Building, Fireproof

The latest edition of this authoritative reference work treats of causes of fire, spread of fire, construction for special occupancies, the extinguishment of fire, and many other useful facts for architects and engineers. (See STC)

MORRISON, LACEY HARVEY. Diesel engines operation and maintenance. 212p il \$2.25 American tech. soc. (Ready)

621.4 Diesel motor. Gas and oil engines

A practical text dealing with various types of heavy-duty engines, the troubles likely to occur, and the best methods of adjustment and repair. Well adapted for the use of individuals wanting to become skilled Diesel engine operators, and also suited for use in the classroom. (See STC for another book by this author)

Say you read it in the *Wilson Bulletin*

WISTER, JOHN CASPAR. Four seasons in your garden. 344p il \$2.50 Lippincott (Ready)
635 9 Gardening

The various garden problems are discussed from the point of view of one new to gardening but the main purpose of the book is to point out the many different plants one may enjoy during the different seasons of the year. You will find here, divided according to season, discussions concerning gardening operations and notes on trees, shrubs, vines, bulbs, perennials, and annuals that you can grow along the Atlantic seaboard from Maine to North Carolina and west to the Rockies. (See STC for other books by this author; Hunting list)

GRAMLET, ROSS C. Fundamentals of leather craft. il Bruce pub. (May)

675 Leather work

Fundamental information about leathercraft and instruction for the beginner emphasizing the selection of materials for different projects and the simple tool processes necessary to make them. Modeling useful articles from leather, such as belts, purses, bill folds, etc., offers* unlimited possibilities in the field of design, and in the expression of art.

700 FINE ARTS

ROCKEFELLER CENTER, INC. Rockefeller center. il \$1 The company (Ready)

725.2 New York. Rockefeller center

A collection of artistic views of all the buildings in Rockefeller center (Radio city) each plate accompanied by text describing buildings, sculpture, murals, architecture, etc.

McSPADDEN, JOSEPH WALKER. Light opera and musical comedy. 384p \$2.50 Crowell (March 24)

782.8 Operetta

This companion volume to the standard work, *Opera Synopses*, is a distinct departure in reference books on music. It traces its subject historically by countries; gives biographies of composers; synopses of their leading works; mention of the songs or other popular numbers; actors who have starred in them; and a wide variety of other information of interest to the music lover and radio listener. (See STC for other books by this author; Hunting list)

800 LITERATURE

POE, EDGAR ALLAN. Poems. (Facsimile text society, no. 35) 124p \$1.40 Columbia univ. press (Ready)

811

This is an exact reproduction of the 1831 edition containing the earliest versions of some of Poe's best-known poems. There is a bibliographical note by Killis Campbell.

BOONE, LESTER, comp. 100 new declamations. new ed 460p \$2.50 Noble & Noble (Ready)

815.5 American orations Readers and speakers

A collection of new short speeches on current subjects by the most outstanding statesmen of today, including President Roosevelt's 1936 message to Congress.

KRONENBERGER, LOUIS, comp. Eighteenth century miscellany. 586p \$3 Putnam (March 13)

820.8 English literature—18th century

Some of the works in this omnibus volume are procurable only in expensive editions, and their presentation in one volume provides a useful collection. Partial contents: Sentimental journey, by Sterne; Castle of Ortranto, by Walpole; School for scandal, by Sheridan;

Memoirs of my life, by Gibbon; Songs of innocence and Songs of experience, by Blake; Beggar's opera, by Gay. (See Hunting list)

ZIV, FREDERIC W. comp. Valiant muse. 192p \$2.50 Putnam (April 3)

821 08 English poetry—Collections

An anthology of poems written by men who were killed in the European war. Fifty-nine authors are represented, among them Alan Seeger, Wilfred Owen, Leslie Coulson, Joyce Kilmer, William N. Hodgson, R. W. Sterling, Alexander Robertson, Eugene Crombie, and Rupert Brooke. More than one hundred poems are here reprinted, many of them appearing in book form for the first time.

WELLS, HERBERT GEORGE. Man who could work miracles: a film. 122p \$2.50 Macmillan (Ready)

822

This film "treatment" by Mr Wells is a comedy centering around the character of George McWhirter Fotheringay. Again Mr Wells proves his wisdom in adopting this amazing new form of writing of which Ritchie Calder, the English journalist, said "I am convinced that literature has gained even more than the screen by the birth of the new Wells."

DONNE, JOHN. Ivenilia; or, Certain paradoxes and problems. (Facsimile text society, no. 33) 62p \$1.60 Columbia univ. press (Ready)

823

This is an exact facsimile reproduction of the first edition, of 1633, of these prose writings of John Donne. There is a bibliographical note by R. E. Bennett.

JONSON, BEN. Epigrams, The forest, Underwoods. (Facsimile text society, no. 34) 201p \$2.40 Columbia univ. press (Ready)

823

Epigrams and The Forest first appeared in the folio *Workes* of 1616 and *Underwoods* first appeared in the second folio edition of *Workes* of 1640-41. This facsimile of these editions has a bibliographical note by Hoyt H. Hudson.

ANSTENSEN, ANSTEN. Proverb in Ibsen. (Columbia univ. Germanic studies, New ser., no. 1) 255p \$3.50 Columbia univ. press (Ready)

839.82 Ibsen, Henrik. Proverbs

Shows the use of proverbs, etc. by the dramatist for purposes of emphasis, satire, and character development; and gives new light on his typical characters and ideas.

900 HISTORY

BECKER, CARL LOTUS. Progress and power. 120p \$1.50 Stanford univ. press (Ready)

901 Civilization

By reviewing the entire history of mankind a noted historian sketches in bold strokes a compelling and wholesome view of mankind's present status and answers the question, "May we still believe in the progress of mankind?" (See STC)

WHITE, OWEN PAYNE. My Texas, 'tis of thee. 320p \$2.50 Putnam (April 3)

917.64 Texas—Social life and customs

It is of the Texas of forty years and more ago that Mr White sings—the rough and roaring Texas of the frontier, in which he spent his childhood. From its pages emerge a host of pictures of eccentric and lawless characters of those early days. A book of special interest in the year in which Texas celebrates the centenary of its establishment as an independent republic.

ROBERT DE CLARI. Conquest of Constantinople, tr. from the old French by E. H. McNeal. (Records of civilization: sources and studies, no. 23) 156p \$2.75 Columbia Univ. press (Ready)

940 18 Constantinople—Siege, 1203-1204. Crusades—Fourth 1203-1204

An eye-witness' account of the Fourth Crusade, overshadowed by Geoffrey of Villehardouin's chronicle but in some ways more of a human document, the author being simply a knight. The first complete translation of the old French into any modern language, with historical introduction, notes and period map of Constantinople.

BELLOC, HILAIRE. The battleground; Syria and Palestine. 350p il \$4 Lippincott (Ready)
956 Palestine—History. Syria—History

The epic story of the Holy Land and Syria, that strip of land the history and present problems of which have so gripped Hilaire Belloc that he has written one of the most compelling books of his career. He pictures this glamorous country as the scene of the conflict between the main opposing powers of civilization for more than three thousand years—the place on which the fate not only of religions, but of empires, has been decided. (See *Living Authors*)

BIOGRAPHY

ORCZY, EMMUSKA, baroness. Turbulent duchess. 384p il \$3 Putnam (March 13)

92 Berry, Marie Caroline Ferdinande Louise, duchesse de

The author of *The Scarlet Pimpernel* has written of the romantic and colorful life of Marie Caroline Ferdinande Louise, Princess of Naples, wife of the Duc de Berri who was in direct line to the kingship of France, if the Bourbons had been restored after Waterloo. (See *Hunting list*)

STERN, GLADYS BRONWYN. Monogram. 358p \$2.50 Macmillan (April 7)
B or 92

From this unusual autobiography one learns very little about the facts of Miss Stern's life, but one learns a great deal about the flavor of her very individual mind. *Monogram* is a pastiche, in which fleeting glimpses of personal history alternate with witty disquisitions on almost everything under the sun. (See *Living Authors*; *Hunting list*)

WHO'S who in commerce and industry. xx, 1190p \$15 Inst. for research in biography, 205 East 42 Street, New York, N. Y. (Ready)

920 U.S.—Biography. Canada—Biography

Contains 6,516 biographical sketches of outstanding industrial, commercial and financial executives. Also includes a corporation directory listing the names and addresses of 4,445 important companies and their highest officers. A special section records the biographies of the members of the Federal trade commission, the Federal reserve board, the Interstate commerce commission, and the Securities and exchange commission. The corporation directory includes industrial corporations, utilities, banks, railroads, insurance companies and business firms. The biographical section is composed of leading industrialists, bankers, merchants, manufacturers, corporation heads and business executives. Most of the names are not included in any other biographical encyclopedia. A previous publication by this publisher (*Who's Who Among Association Executives*) has been recommended in the *Subscription books bulletin*.

FICTION

COPE, GERTRUDE VENETTA. Heritage of the quest. 154p \$2 Jones, Marshall (Ready)

Allegorical tales of a land just beyond the horizon, where the quest for beauty and truth, for the hidden meaning of life, ever goes on. The author, a teacher in the Cultural arts department at Los Angeles junior college, has

spent five years in improving the rhythm and imagery of her prose.

CUSHMAN, CLARISSA FAIRCHILD. Bright hill. 32p \$2 Little (Ready)

An attractive, demure wife; a selfish, dominating husband; an adroitly sympathetic story of modern marriage by the author of *But for Her Garden*. (See *Hunting list*)

DUFFIELD, ANNE. Love's memory. about 300p \$2 Arcadia house (March 13)

The story of gay, tolerant, apparently sophisticated Linda, who for sixteen years had carried in her heart the undying memory of a man to whom she was unknown, and of a romantic meeting when she was seventeen. (See *Hunting list*)

MACK, RACHEL. Blue door. 256p \$2 Hopkins (March 16)

Through the blue door one girl found romance, another despair; an escaped convict sought it for refuge, a young man entered and found a bride. An exciting tale of adventure and romance.

McNALLY, WILLIAM JAMES. Roofs of Elm street. 420p \$2.50 Putnam (April 3)

A vigorous story of a typical village in the middle West in which the author depicts the fortunes of the children of the pioneers who settled North Star after the Civil war.

MARSH, PETER. Leaves unfold. 270p \$2 Arcadia house (March 25)

Norma and Don each knew, young as they were, that it was the age-old miracle of love at first sight, but not until the leaves of their lives had unfolded to full maturity did they realize that what the world considers success is only empty achievement if love be denied its rightful heritage of unquestioning faith. (See *Hunting list*)

OLIVER, JOHN RATHBONE. Greater love. 370p \$2.50 Macmillan (March 3)

The mother and brother of a criminal resolve to give a month of their lives to make atonement for the harm one member of their family had done, in the world, in a small New England inn, upon which they come by chance, they find a group of individuals whose troubles offer a chance to make the restitution they had hoped for. (See *Living Authors*, *STC* for other books by this author; *Hunting list*)

PARTRIDGE, MRS HELEN LAURENCE (DAVIS). Windy hill. 319p \$2 Arcadia house (Ready)

A spirited romance laid in the fashionable dressmaking establishment of Madame Murdock in New York involving Debbie Towne, a young girl with a flare for designing frocks; Gerald Murdock, who inherits his mother's business; and Phil Van Kirk who has always been in love with Debbie. There are vivid glimpses in Paris and in Debbie's upstate home town. (See *Hunting list*)

RAYMOND, MARY. Lovable. 256p \$2 Hopkins (March 16)

Ann Hollister, pretty orphan, finds it necessary to dispose of the family home to pay creditors. She goes job hunting, falls in love with an artist and promptly runs away from him to marry Peter Kendall. Valeria Bennett plots to break up this marriage, but Sarah, loyal friend, comes to Peter's aid. Untangling the lives of these people makes the plot of this romantic adventure. (See *Hunting list*)

SAFFORD, HENRY BARNARD. Contraband. about 320p \$2 Penn (Ready)

Contraband! But what contraband and whose? And why did Sally Browning and others try to prevent David Hollister's finding out? How David did find out and how he fell in love with Sally make of this story a fast-moving thriller with plenty of humor, and a lively romance in the modern style. (See *Hunting list*)

Say you read it in the *Wilson Bulletin*

ST BERNARD, HELEN. Tomorrow never comes. 300p \$2 Arcadia House (Ready)

Tomorrow never comes, thought the "girl next door." But tomorrows were just so many days to come; each filled with glamour and adoration for the heroine, Dawn Merrithew. (See Hunting list)

SNOW, CHARLES HORACE. Argonaut gold. 288p \$2 Macrae-Smith-co. (March 23)

Uncle Sam Knight re-appears in this exciting story of wagon trains and gold seekers By the author of *The Sheriff of Chispa Loma*, *Don Jim*, etc. (See Hunting list)

SPRING, HOWARD. Rachel Rosing. 343p \$2.50 Hillman-Curl, inc. (Ready)

A. J. Cronin says: "In *Rachel Rosing* Mr Spring has given us an inspired portrait of a woman, a thing sufficiently rare in literature since Flaubert created Emma Bovary. Rachel Rosing, the lovely Manchester Jewess, is gloriously alive. Against the cardboard women of modern fiction she moves and breathes with convincing reality." (See Hunting list)

CHILDREN'S BOOKS

EVANS, MRS EVA KNOX. Jerome Anthony. 96p il \$2 Putnam (April 3)

In *Araminta* Mrs Evans told of the adventures which befell a little colored girl when she left her home in the city to visit her grandmother in the country and met Jerome Anthony. In her new book, Mrs Evans brings Jerome Anthony to the city, and it is he who is surprised, who has adventures. Once again Erick Berry has executed just the right kind of drawings. (See Hunting list)

HENDRYX, JAMES BEARDSLEY. Connie Morgan in the Arctic. 256p \$1.75 Putnam (March 27)

The adventures of Connie Morgan as told in previous books by Mr Hendryx have made him a popular character with boys. In this book Connie, with Old Man Matlie, goes in search of a ship lost years before in unexplored Victoria land, and has thrilling adventures with Eskimos who had never before seen white men (See Hunting list)

PINCHON, EDGCUMB. Until I find. 300p \$2.50 Knopf (March 23)

A romance of youth in England, mined out of the author's memories of his own boyhood. The scene is the Isle of Wight and the New Forest, the time the last years of Queen Victoria's reign. The story of the boy is told against the background of the gypsy camps which dotted these scenes in those years. It is a vigorous story, likely to appeal to older boys as well as to adults. (See Hunting list)

HEADLINE BOOKS

The Foreign policy association is responsible for this series of short, simple books dealing with international problems of the day. The booklets are written in popular style, but all facts are verified by the Research department of the Foreign policy association. They are planned for the reader who wants to save time and yet be informed, and for the use of discussion groups in schools, clubs and churches. To meet the need of these groups, study helps have been prepared covering four group meetings for each book, with various tests, interesting projects and bibliographies. The first numbers of these instructive well-printed pamphlets are:

War tomorrow; will we keep out? 172.4

Made in U.S.A. 380

Dictatorship. 321

Stone, W. T. Peace in party platforms. 327.73



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COMPTON COMMENT

THE first set of recognized standards for secondary school libraries in the United States was formulated in 1920 by a joint committee of the American Library Association and the National Education Association, with C. C. Certain as chairman of the joint committee. In 1925 Dr. Certain headed a similar committee which drew up a set of elementary school standards. So well considered were these two sets of standards that they have formed the basis for most programs for school library development which have followed. So definite was the influence of the committee chairman in their preparation, that they have come to be known simply as the "Certain Standards."

Because of Dr. Certain's authoritative standing in the school library field, the full-page review of *Compton's* which he wrote for the January 1936 issue of "The Elementary English Review" has more than ordinary significance.

In evaluating *Compton's* Dr. Certain has given the same careful consideration to its suitability for school use that he gave to the problem of shaping library standards to fit actual school needs. The review should be read in its entirety. Since it is too long for inclusion here, a few paragraphs follow:

"*Compton's Pictured Encyclopedia* emphasizes its particular distinguishing feature in the title—pictured. The prospective user or reader has, therefore, the right to expect of *Compton's* not only all of the general excellence possessed by any closely competing publication, but as well a decided superiority in picturization. In examining the most recent edition of this encyclopedia, 1935, the reviewer's first attention must be given to the skill with which the books have been illus-

trated, and to improvements in the quality of pictures. . . . *Compton's Encyclopedia* ranks high in pictorial excellence . . .

"To judge books of this kind fairly, it is important that the peculiar problems involved in publishing them and keeping them up-to-date, authentic, and attractive be recognized. In the set of books now under consideration, which endeavors to give reliable information of such scope and amplitude, for *Compton's* is comprehensive, the task must be enormous. Further, not only must information be given authoritatively and accurately in reference books designed for use in modern schools; the selection, organization, and presentation of the material must be constantly adjusted to new and changing courses of study and teaching methods. . . ."

THE second volume of "The Dolphin," published by the Limited Editions Club, contains an article by Christopher Sandford entitled "The Aesthetics of the Illustrated Book." In this chapter Mr. Sandford includes the encyclopedia as an example of the special type of book whose interest is enhanced by illustrations.

Encyclopedic illustrations are valuable not only to younger students, but to adults as well. A well-known high school librarian recently confessed that she had never understood the principles and differences of various locks until she studied the illustrations in the article on *Locks and Keys* in *Compton's*. This is an instance where clear illustrations, supplemented by explanatory legends, do more for the understanding of the non-technically minded reader than do pages of text.

L. J. L.

COMPTON'S PICTURED ENCYCLOPEDIA

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Standard Catalog Monthly

A Selected List of Best Books—March 1936

THE STANDARD CATALOG MONTHLY is a list of not more than three hundred books a year recommended for first purchase in libraries. The books are selected by the staff of the STANDARD CATALOG FOR PUBLIC LIBRARIES with the cooperation of librarians and library associations who are working to improve the selection of books. The entries, with a selection of the more important notes, are taken from the BOOK REVIEW DIGEST. Most of the titles in the MONTHLY will later be included and analyzed in the annual supplement of the STANDARD CATALOG FOR PUBLIC LIBRARIES, a more comprehensive selection. Occasionally a book included here may be dropped later, because it is not always possible to get at once the final authoritative opinion as to the value of a book.

[A list of collaborators will be found in the September 1935 issue.]

300 Social Sciences

ALEXANDER, RYLLIS CLAIR (MRS OMAR PANCAST GOSLIN), ed. War tomorrow: will we keep out? (Headline bks) 38p il 35c Foreign policy assn.

327.73 European war, 1914-1918—U.S. U.S.—Foreign relations 35-19383

"This little volume initiates a new series of informative books by means of which the Foreign Policy Association hopes to set forth in clear, simple style the essential facts concerning international questions of consequence to every one. This first volume reviews the course of events that led to our entrance into the World War, finding that 'the path pursued by our business interests had led us directly and inevitably into war and by 1917 our government had no choice.'" N Y Times

Christian Science Monitor p14 S 23 '35

"Too high praise can scarcely be given for the technique employed in 'War Tomorrow.' The style is vivid, lucid, and simple—so simple in fact that it could readily be used in the elementary schools. The appeal is enhanced by the liberal use of Neurath symbols for presenting factual material. Beautifully printed, the booklet should appeal not only to persons who have neither the time nor the inclination to read books but also to those who would ordinarily scorn a pamphlet. In contrast to most attempts at popularization, simplicity has been achieved without sacrifice of accuracy or perspective." M. S. Stewart

+ Nation 141:416 O 9 '35 550w

"The illustrations are in the form of picture charts that make more vivid and impressive the figures and facts presented in the text. It would seem that the last degree of simplification had been reached in the clarity and simplicity with which the basic elements of the situation and its immediate historical background are placed before the reader. This will make it extremely valuable for the purpose for which it is intended—the education of young people and of those who do not ordinarily keep themselves informed on international matters on the subject with which it deals."

+ N Y Times p14 S 22 '35 450w

Wis Lib Bul 31:99 N '35

ALLEN, FREDERICK LEWIS. Lords of creation. 483p il \$3 Harper [12s 6d Hamilton, H]

332.0973 Capitalists and financiers. Finance—U.S. Wall Street. U.S.—Economic conditions 35-20649

"This book is an attempt to tell the story of the immense financial and corporate expansion which took place in the United States between the depression of the eighteen-nineties and the crisis of the nineteen-thirties." (Pref) It comprises an analysis of the leaders and the forces which brought about financial expansion, with chapters on the crisis and how it has been met. Bibliography. Index.

Booklist 32:95 D '35

+ N Y Times p3 N 10 '35 2100w

"A solid piece of work, notably accurate as to facts, remarkably complete in scope, and well-balanced in narrative-construction. Those who enjoyed 'Only Yesterday' will not need to be told that it is interestingly written." T. F. Woodlock

+ Sat R of Lit 13:7 N 2 '35 1000w

"Mr. Allen's book suffers as a permanent contribution to economic and social history by his indifference to analysis; the basis of the wage-fund theory, the fallacies of the 'secret of high wages' are not to be dealt with in a few scattered lines. On the other hand, the atmosphere of the market and of the business world in the days of the boom is admirably conveyed." D. W. Brogan

+ Spec 155 782 N 8 '35 1000w

EATON, JEANETTE. Behind the show window. 313p il \$2.50 Harcourt

338 Industry. Marketing 35-27388

The author spent two years visiting industrial centers, packing plants, canneries, fruit ranches, and consulting research bureaus and government experts, in order to gather the material for this book, which presents the facts of production and distribution of the materials and foods which appear in show windows. For high school students. Illustrated with photographs.

Booklist 32:76 N '35

+ Books p10 N 24 '35 600w

"The efforts to make the book readable for boys and girls and to interest them in this subject seem to the present reviewer not entirely successful. Miss Eaton's style is fluent and easy, but the introduction of the dialogue or anecdote as well as the attempt to shift to the younger point of view is often labored." M. F. Lansing

Horn Bk M 11.360 N '35 110w

"The difficulties which had to be overcome before a bottle of pure sweet milk could be put on the city-dweller's breakfast table, the clever experimentation behind modern egg-packing processes, the development of textile industries, the mechanism of grading and selecting fruits and vegetables—all seem dry enough in the history of business and economics, but through Miss Eaton's skill are made a fascinating part of the story of human progress." M. C. Scoggin

+ Library J 60:827 N 1 '35 100w

500 Natural Science

JAFFE, BERNARD. Outposts of science: a journey to the workshops of our leading men of research. 547p il \$3.75 Simon & Schuster

509.73 Scientific research. Scientists. Science—History—U.S. 35-31946

Accounts of the work being done in America in the research laboratories of scientists. Built around sketches of men and women who have

JAFFE, BERNARD—*Continued*
 played a prominent part in the work, there are chapters devoted to Genetics (T. H. Morgan); Anthropology (Ales Hrdlička); Physical disease (W. H. Welch); Cancer (Maud Slye); Glands (J. J. Abel); Mental diseases (Adolf Meyer); Vitamins (E. V. McCollum); Insects (L. O. Howard); Matter (R. A. Millikan); Radiation (R. A. Millikan and A. H. Compton); Astrophysics (G. E. Hale); Weather (C. G. Abbot and A. E. Douglass); Galaxies (Hubble, Humason and R. C. Tolman). Bibliography. Index.

- Booklist 32:181 Ja '36
 + Books p8 D 15 '35 1350w
 Boston Transcript p5 D 4 '35 850w

"Those who read Crucibles by Bernard Jaffe a book which won the Francis Bacon award for humanizing knowledge, will not need to be told that Outposts of Science captivates the imagination from cover to cover. Mr Jaffe has a way of telling his story with vigor and with an enthusiasm that is contagious. The very fact that the author surveys so many various aspects of scientific work, in which no one man can hope to be proficient, gives assurance that the book is for the general reader. One does not become bewildered with the technical details of the specialist. The book, however, carries the air of authority." A. H. Compton & others

- + Scientific Bk Club R 6:1 N '35 1100w

700 Fine Arts

LEIGHTON, CLARE VERONICA HOPE. Four hedges; a gardener's chronicle. 167p il \$3 Macmillan [10s 6d Gollancz]

716.2 Gardens

Chronicle of the activities of a whole year in the author's garden in the chalk hills of the Chilterns in Buckinghamshire, England. There is a chapter for each month in the year, beginning with April. Illustrated with eighty-eight wood engravings by the author.

- Booklist 32:98 D '35
 + Books p9 N 10 '35 330w
 + New Statesman & Nation 10:sup696 N 9 '35 500w
 + N Y Herald Tribune p25 N 6 '35 700w

"[This book] is given distinction of course, real distinction, by Clare Leighton's engravings. Her admirable illustrations of Hardy will be remembered. Her vigorous style with its virile blacks and powerful shadings is well adapted to the representation of anything in nature. . . . But Miss Leighton's writing should not be neglected. The story . . . is told with freshness and a joy in labor and a richness of concrete detail of incident." H. S. C.

- + Sat R of Lit 13:26 N 16 '35 200w

"[Four Hedges] is not likely to irritate, as some of its congeners are apt to do, by complacent chronicles of dazzling successes: its two underlings are serious gardeners, and not the stock figures of fun so often met with; there is very little of the humours of the family circle, the livestock and the town-visitors, or of the philosophy *à propos de bottles* which we have learned to expect in works of this kind. For Miss Leighton sees and writes firmly."

- + Times [London] Lit Sup p694 N 2 '35

NOBLE, THOMAS TERTIUS, comp. Round of carols; music arr. by T. Tertius Noble. 72p il \$2 Oxford

783 65 Carols

Collection of thirty-five selected carols for all seasons of the year, arranged so that they may be played on the piano by children or their parents. The illustrations are by Helen Sewell.

- Booklist 32:149 Ja '36

- "Admirable collection of carols for all the year, with some of Miss Sewell's best pictures." M. L. Becker
 + Books p16 D
 + Books p10 D 8 '35 350w
 + Boston Transcript p3 D 4 '35 70w
 + Horn Bk M 11:363 N '35 70w
 Library J 60:830 N 1 '35 10w

"The selection in this volume is admirable, including as it does fine old carols that are hard to find elsewhere and that should not be allowed to slip out of use. Helen Sewell's pictures are as lovely as those she made for 'A First Bible.'" A. T. Eaton
 + N Y Times p12 D 15 '35 300w

800 Literature

MANTLE, BURNS, ed. Best plays of 1934-35; and The year book of the drama in America. 529p il \$3 Dodd

803.2 Dramas—Collections. American drama—Collections. Theater—Yearbooks

(20-21432)

Contains introductory chapters on the theatrical season in New York, Chicago, San Francisco, and southern California, followed by excerpts from ten of the year's leading plays. Contents: The Children's Hour, by Lillian Hellman; Valley Forge, by Maxwell Anderson; The Petrified Forest, by Robert Sherwood; The Old Maid, by Zoe Akins; Accent on youth, by Samson Raphaelson; Merrily We Roll Along, by G. S. Kaufman and Moss Hart; Awake and Sing, by Clifford Odets; The Farmer Takes a Wife, by F. B. Ilser and Marc Connelly; Lost Horizons, by John Haydon; The Distaff Side, by John Van Druten.

- Booklist 32:58 N '35
 Books p14 D 1 '35 200w

"Mr. Mantle's Year Book is an invaluable contribution to stage history." B. Vr. W.
 + Cath World 142:370 D '35 180w

910 Geography and Travel

BYRD, RICHARD EVELYN. Discovery; introd. by Claude A. Swanson. 405p il \$3.75 Putnam
 919.9 Antarctic regions Byrd Antarctic expedition, 2d, 1933-1935. South pole

The official history of the second Byrd Antarctic expedition, containing Admiral Byrd's own account of his seven months spent alone at Advance Base. Maps. Index.

- Booklist 32:137 Ja '36
 Books p5 N 24 '35 950w
 Boston Transcript p4 D 7 '35 800w
 + Chicago Daily Tribune p14 N 23 '35
 Christian Science Monitor p18 D 9 '35

"Discovery" is as brilliant, as absorbing, and as human a book as "Little America" proved to be, although there is no flight to the Pole in the new narrative." H. K. Armstrong
 + N Y Times p1 D 1 '35 1500w
 + Sat R of Lit 13:11 D 7 '35 1700w

"A thrilling story—an epic of adventure, courage, foresight, narrow escape from tragedy, and magnificent achievement. It is also an enlightening account not only of modern methods of exploration, but also of numerous important bits of scientific lore set forth for the first time. Antarctica is revealed at last; one who reads this book cannot help but catch the spirit of the loveliest and most giving of continents." A. H. Compton &

- + Scientific Bk Club R 6:1 D '35 550w
 Springfield Republican p7e N 24 '35

HALLIBURTON, RICHARD. Seven league boots. 47p 11 maps \$3.50 Bobbs
910 Voyages and travels 35-30086

This latest book by the author of *The Royal Road to Romance* purports to be the outcome of a blanket commission to go anywhere he liked and write about it as he pleased. His first stop on the journey was Port Jefferson, a little-known American fortress in the Gulf of Mexico. From that point he went forth to San Salvador and Santo Domingo; he visited Soviet Russia and interviewed a man who claimed to have been one of the Czar's murderers; he spent a week as a monk in the monastery on Mount Athos; and he visited Ethiopia, and dined with Haile Selassie. His final exploit was to cross the Alps on an elephant borrowed from the Paris zoo.

Booklist 32:138 Ja '36

+ Boston Transcript p6 D 14 '35 700w

Chicago Daily Tribune p17 N 16 '35

"The world continues to be Mr. Halliburton's oyster, and the oyster continues to yield its pearls to this indefatigable epicure. True enough, the gems are cultivated, but they are none the less spectacular for that. . . . The many illustrations are well reproduced from better than ordinary photographs." E. F. Allen
N Y Times p6 D 8 '35 700w

B or 92 Biography

ADDAMS, JANE. My friend, Julia Lathrop. 223p \$2 Macmillan

B or 92 Lathrop, Julia 35-83985

Julia Lathrop is best remembered by the public as the head of the Children's Bureau at Washington from 1912 to 1922. This biography, however, leaves the story of these years to be told by another hand, and covers her earlier years and the years when Miss Addams and Miss Lathrop worked together in Chicago and Illinois, with a final chapter on the last decade from 1922 to 1932. The work was found in manuscript but practically ready for publication, after Miss Addams' death.

Booklist 32:139 Ja '36

"Instead of being chiefly concerned to show how painfully like every other erring human being her subject was, Jane Addams collected every possible illustration of Julia Lathrop's individual qualities, those which made her Julia Lathrop and no one else, and she endeavored to point out the various facets of greatness in the woman who 'was attracted to social work as a statesman.' The result is an absorbingly interesting portrait of one of the most creative minds America has yet produced, a pioneer in one of the few wholly new endeavors our age has undertaken." A. B. Parsons

+ Books p8 D 15 '35 800w

N Y Times p4 D 8 '35 850w

SELDES, GEORGE. Sawdust Caesar; the untold history of Mussolini and Fascism. 459p 11 \$3 Harper

B or 92 Mussolini, Benito. Italy—Fascist movement 35-28735

A new study of Mussolini and the rise of Fascism in Italy, which is based upon records and documents, some of them reproduced in the appendices. Bibliography. Index.

Booklist 32:140 Ja '36

"Mr. Seldes is fearless, frank, specific. One may not vote 'guilty' on all the charges that he makes, but the indictment is drawn in terms that are unmistakably clear, the evidence on the various items is specified and the witnesses are named." Arthur Livingston
+ Books p8 D 8 '35 950w

+ New Repub 85:187 D 11 '35 700w

+ N. Y. Herald Tribune p13 N 18 '35

"What Mr. Seldes has done, and done with marked success, is to sharpen the lines and deepen the shadows of a tragic and unlovely picture. Digging into his files of fifteen years, marshaling records which Fascist fear and zeal have since sought to destroy, drawing information from American journalists who have gladly smuggled to him news and documents, and confirming his impressions, one gathers, in a secret visit to Italy in 1931 whose circumstances he tantalizingly refrains from telling, he masses facts, incidents, situations and statistics in imposing and damaging array." William MacDonald

+ N Y Times p8 D 15 '35 1400w

Springf'd Republican p7e N 24 '35 270w

Fiction

BARNES, MRS MARGARET (AYER). Edna his wife. 623p \$2.50 Houghton

In 1900, pretty little Edna Lossner, with two ardent suitors, chose the unknown, handsome Paul Jones. During the years that followed Edna remained simple and unsophisticated, while Paul rose, first gradually then swiftly, to fame and riches. In 1935 Edna finds herself with every material thing she can want, a lonely middle-aged woman, her husband and children having grown far beyond her.

Booklist 32:109 D '35

"The effect of the book is cumulative, although it contains moments of dramatic intensity. Edna's courtship supplies some of these. Her first formal dinner in Chicago society, the Eastland disaster, and the death of Katherine Boyne stand out with startling intensity in the rather dim background of general narrative which makes up almost too great a portion of the book." Garreta Busey

+ Books p5 N 10 '35 470w

+ Boston Transcript p3 N 9 '35 750w

+ Chicago Daily Tribune p12 N 9 '35

+ Christian Science Monitor p16 N 5 '35

+ N Y Times p6 N 10 '35 1100w

+ Sat R of Lit 13:7 N 9 '35 400w

MASEFIELD, JOHN. Victorious Troy; or, The Hurrying Angel. 308p \$2.50 Macmillan [7s 6d Heinemann]

35-21573

The Hurrying Angel is a square-rigged English vessel. During the grain race of 1922 she encounters a cyclone in the South Pacific and most of the officers, including the captain, are either killed or injured. The story belongs to Dick Pomfret, an eighteen-year-old apprentice with only three years at sea to his credit. Dick takes command of the almost-wrecked vessel and after harrowing labor, brings it into port.

Booklist 32:110 D '35

+ Books p3 N 24 '35 1050w

Christian Century 52:1564 D 4 '35 200w

"Mr. Masefield does a convincing job. His characters are superbly drawn, from Captain Cobb—blustering, half-likable old martinet—all the way down the deck. Best of all is his characterization of the Hurrying Angel's senior apprentice. . . . 'Victorious Troy' is a grand book. In a sense, it is a tribute to boys schooled as officers in sail. The author explains in the foreword that many old-time seamen still remember cases in which sailing ships, dismasted and left without officers, were brought to port by boys. Mr. Masefield radiates throughout a sailor's love and admiration of those plucky little fellows in the half-deck." H. T.

+ Christian Science Monitor p16 N 16 '35

"Mr. Masefield's achievement . . . is his power of explaining very clearly how a ship is built and rigged, what happens when the masts are blown out of her, and how they have to be dealt with. The reader can con-

MASEFIELD, JOHN—*Continued*
 sequently understand exactly what has to be done and can visualise the emergencies he will have to tackle. While intensely romantic, in a wordy way, *Victorious Troy* is full of the concrete detail that distinguishes Robinson Crusoe. As the storm subsides, so does our interest." David Garnett

- + New Statesman & Nation 10 773 N 23 '35 750w
- + N Y Times p6 N 17 '35 700w
- + Sat R of Lit 13:11 N 23 '35 250w
- + Spec 155:330 N 15 '35 440w
- Times [London] Lit Sup p693 N 2 '35

Children's Books

DITMARS, RAYMOND LEE. Book of prehistoric animals; il. by Helene Carter. 64p \$2 Lippincott

566 Paleontology—Juvenile literature

This story of prehistoric animals beginning with the reptiles of the permian era, explains the early conditions of the world and the parts of it from which the animals came. Picture maps in color locate the animals, birds and fish of the various periods. For older children.

Booklist 32:113 D '35

"It is good for information, or to feed the child's love of the marvelous." M. L. Becker

+ Books p28 N 17 '35 320w

Horn Bk M 11:347 N '35 30w

Library J 60:828 N 1 '35 30w

SEREDY, KATE. Good master; il. by [the author]. 211p \$2 Viking press

35-17487

Into this story of Jancsi, a ten-year-old Hungarian farm boy and his little hoyden of a cousin Kate from Budapest, is woven a description of Hungarian farm life, fairs, festivals, and folk tales. Under the tutelage of Jancsi's kind father, called by the neighbors, The Good Master, Kate calms down and becomes a more docile young person.

Booklist 32:79 N '35

"A colorful story of the great Hungarian plains. For boys and girls from eight to twelve."

+ Horn Bk M 11:197 J1 '35 50w

+ Horn Bk M 11:351 N '35 80w

"In both appearance and content 'The Good Master' is a genuinely joyous and beautiful book. . . 'The Good Master' is a story that 9 to 12 year olds should not miss, and a lovely and distinguished piece of book making." A. T. E.

+ N Y Times p25 N 17 '35 400w

STONG, PHILIP DUFFIELD. Honk, the moose; il. by Kurt Wiese. 80p \$2 Dodd

35-27382

"It was one of Minnesota's colder days, thirty below zero, and game was scarce. Armed with an air-rifle, Ivar and Waino, two Finnish boys, were returning to the village, discussing in detail just how they would have shot a moose if they could have found one. Their talk was pretty big but somehow they felt different when they found a moose in Ivar's father's livery stable. . . Since the food and the lodging were good and the little boys who petted him and surreptitiously fed him hay seemed like companionable little animals, Honk hung around the livery stable and became the town's most pressing problem." N Y Times

Booklist 32:79 N '35

+ Books p11 N 17 '35 330w

+ Horn Bk M 11:291 O '35 100w

"Phil Stong has made a riotous comedy for children from 7 to 10 out of the commotion caused by the trustful moose in the little Minnesota mining village. The humor lies not only in the situation itself but in Mr. Stong's handling of town characters and his understanding of small boys, while Kurt Wiese's drawings of the nonplused villagers, and of Honk himself, dejected, contented, or benignly affectionate, are an integral part of the book's spirit." E. L. Buell

+ N Y Times p10 O 27 '35 280w

N Y Times p11 N 17 '35 30w

"You all know how well Phil Stong can write, and the moose of Mr. Wiese's illustrations is no less than superb." W. R. Benét

+ Sat R of Lit 13:25 N 16 '35 70w

Teacher and Librarian Cooperation

(Continued from page 453)

your needs unless you inform us of them. If you wish a classroom library, come and talk it over with us; if your classes wish to use library reading hours, let us know; in short, be sure to tell us of anything which the library can do to aid you in attaining more effectively the objectives of the courses which you are teaching.

The responses to such invitations are most gratifying indeed. Actually some teachers appear surprised to learn that there are library procedures and routines which are not sacred. They seem truly delighted when they find that we are quite willing to change our library and its administration to suit them and their students.

These devices of committees and of requests for suggestions are, of course, worthless if the librarian is unwilling to give them every consideration. I sometimes follow suggestions of which I do not completely approve simply because I feel that by so doing I am encouraging the constructive thinking

of our faculty on library problems. And truly this is a goal worth striving for! How much better it is to have a faculty of more than one hundred thinking and working on library problems than to have such thinking and working done by a small staff of librarians.

In summary, we have discussed four aids to bringing about teacher-library cooperation:

First, teachers must know what is in the library.

Second, librarians must know what is happening in the classroom.

Third, students and teachers should, if they desire, have the opportunity to work together in the presence of books, and

Fourth, the teaching staff must think critically, cooperatively, and constructively regarding library problems.

You will note that if this is done our library staff tends to merge with our teaching staff into one complete instructional staff. Let us do away with the concept of one or two librarians in a school and substitute for it the concept of every teacher a librarian, and every librarian a teacher.

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